DOCUMENT RESUME

ED 379 589 CS 011 546

AUTHOR Smith, Carl B., Comp.
TITLE Parents as Tutors in Reading and Writing. Learning Package No. 51.
INSTITUTION ERIC Clearinghouse on Reading, English, and Communication, Bloomington, IN.
SPONS AGENCY Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE 93
CONTRACT RR93002011
NOTE 153p.; All materials extracted from non-ERIC publications are reproduced with permission. Portions contain small or broken print. For Learning Packages 1-50, see ED 333 367-416; for Learning Packages 52-54, see CS 011 547-548 and CS 214 450.
AVAILABLE FROM Learning Packages, ERIC/REC, Indiana University, Smith Research Center, Suite 150, 2805 E. 10th St., Bloomington, IN 47408-2698 ($16 prepaid).
PUB TYPE Guides - Classroom Use - Teaching Guides (For Teacher) (052) -- Collected Works - General (020) -- Information Analyses - ERIC Clearinghouse Products (071)

EDRS PRICE MF01/PC07 Plus Postage.
DESCRIPTORS Distance Education; Elementary Secondary Education; Higher Education; Inservice Teacher Education; *Parents as Teachers; Parent Student Relationship; *Reading Instruction; Reading Writing Relationship; *Tutoring; *Writing Instruction
IDENTIFIERS Family Literacy

ABSTRACT

This learning package on parents as tutors in reading and writing is designed for implementation either in a workshop atmosphere or through individual study. The package includes a bibliography consisting of 42 selected document resumes from the ERIC database; a lecture/overview on the topic by Carl B. Smith, seven articles on the topic, most of which include reference lists, a set of guidelines for using the learning package as a professional development tool; an evaluation form, and an order form. (RS)

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PARENTS AS TUTORS IN READING AND WRITING

Carl B. Smith

Learning Package No. 51

1993

Indiana University School of Education

CS011546

U.S. DEPARTMENT OF EDUCATION
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OVERVIEW

ERIC/REC Learning Packages contain just what the practitioner needs for staff development workshops. Workshops can begin with an overview lecture , continue through readings and discussion material, and end with research projects and an annotated bibliography for further research.

Each learning package contains (1) a topic overview: a four-to-six page stage-setter; (2) in most cases, a digest of research: an ERIC summary of research on the topic written by a specialist; (3) a goal statement and a survey form; and (4) an extensive annotated bibliography of ERIC references.

Graduate-level university credit is available. For further information contact Indiana University School of Continuing Studies, Owen Hall #204, Bloomington, Indiana 47405. Enrollment in each course will be limited.

HOT TOPIC
GUIDE 51

The Hot Topic Guide is a program designed for implementation either in a workshop atmosphere or through individual study. With the comments and suggestions of numerous educators, the Hot Topic Guide has evolved to incorporate the practical needs of teachers into its format. Please take the time to work through the contents of this guide and you will find yourself well on your way to designing and implementing a variety of classroom projects centering on this topic.

Helpful Guidelines for Workshop Use

Suggestions for using this Hot Topic Guide as a professional development tool.

Overview/Lecture

Parents as Tutors in Reading and Writing
by Carl B. Smith

Articles and ERIC Documents

- Children's Literature Favorites: Using the Five Senses
- Enriching the Classroom Reading Program
- Helping Children with Reading and Learning
- Interchange
- Kentucky Resource Guide for Chapter One Teachers (Excerpts)
- Sharing Literacy: Guiding Principles and Practices for Parent Involvement
- Strategies for Involving Parents in Their Children's Education

Bibliography

A collection of selected references and abstracts obtained directly from the ERIC database.

In-Service Workshops and Seminars

Suggestions for using this Hot Topic Guide as a professional development tool

Before the workshop

++ Carefully review the materials presented in the *Hot Topic Guide*. Think about how these ideas apply to your particular school or district.

++ As particular concepts begin to stand out in your mind as being important, use the Bibliography section to seek out additional resources dealing specifically with those concepts.

++ Look over the authors and researchers cited in the Articles and Bibliography sections. Do any of them work in your area? Perhaps you could enlist their help and expertise as you plan your workshop or seminar.

++ As you begin to plan your activities, develop a mental picture of what you'd like to see happening in classrooms as a result of this in-service workshop. Keep that idea in mind as a guide to your planning.

++ After you have developed a draft plan, you may wish to let one or two colleagues look over your *Hot Topic Guide* and then critique your workshop plan.

During the Workshop

++ Give your participants a solid grasp of the background information, but don't load them down with an excessive amount of detail. You may wish to use the Overview section as a guide.

++ Try modeling the techniques and principles by "teaching" a mini-lesson based on the ideas of the *Hot Topic Guide*.

++ Remember that, as teachers ask you challenging questions, they are not trying to discredit you or your ideas. Rather, they are trying to prepare themselves for situations that may arise as they implement these ideas in their own classrooms.

++ If any of the participants are already using some of these ideas in their classes, encourage them to share their experiences.

++ Include at least two hands-on activities so that the participants will begin to get a feel for how they will execute the principles you have discussed.

++ Encourage teachers to go a step further with what they have learned in the workshop. They may wish to link up with colleagues for mutual support in trying out these new ideas, spread the word to other teachers who were not in the workshop, or seek out *Hot Topic Guides* of their own for further investigation.

After the Workshop

++ Follow up on the work you have done. Do an informal survey to determine how many of your participants have actually incorporated the concepts from the in-service workshop into their practice.

++ When teachers are trying the new techniques, ask them to invite you to observe their classes. Have any surprising results come up? Are there any unforeseen problems?

++ As you discover success stories among the teachers from your seminar, share them with those teachers who seem reluctant to give the ideas a try.

++ Find out what other topics your participants would like to see covered in future workshops and seminars. There are over fifty *Hot Topic Guides*, and more are always being developed. Whatever your focus, there is probably a *Hot Topic Guide* that can help.

Planning a Workshop Presentation

Worksheet

Major concepts you want to stress in this presentation:

1) ______________________________

2) ______________________________

3) ______________________________

Are there additional resources mentioned in the Bibliography that would be worth locating? Which ones? How could you get them most easily?

____

____

Are there resource people available in your area whom you might consult about this topic and/or invite to participate? Who are they?

____

____

What would you like to see happen in participants' classrooms as a result of this workshop? Be as specific as possible.

____

____

____

____

Plans for followup to this workshop: [peer observations, sharing experiences, etc.]

____

____

Agenda for Workshop
Planning Sheet

Introduction/Overview:

[What would be the most effective way to present the major concepts that you wish to convey?]

____

____

____

Activities that involve participants and incorporate the main concepts of this workshop:

1) ____

____

____

____

2) ____

____

____

____

Applications:

Encourage participants to plan a mini-lesson for their educational setting that draws on these concepts. [One possibility is to work in small groups, during the workshop, to make a plan and then share it with other participants.]

Your plan to make this happen:

____

____

Evaluation:

[Use the form on the next page, or one you design, to get feedback from participants about your presentation.]

END-OF-SESSION EVALUATION

Now that today's meeting is over, we would like to know how you feel and what you think about the things we did so that we can make them better. Your opinion is important to us. Please answer all questions honestly. Your answers are confidential.

1. Check (✓) to show if today's meeting was
   ☐ Not worthwhile ☐ Somewhat worthwhile ☐ Very worthwhile

2. Check (✓) to show if today's meeting was
   ☐ Not interesting ☐ Somewhat interesting ☐ Very interesting

3. Check (✓) to show if today's leader was
   ☐ Not very good ☐ Just O.K. ☐ Very good

4. Check (✓) to show if the meeting helped you get any useful ideas about how you can make positive changes in the classroom.
   ☐ Very little ☐ Some ☐ Very much

5. Check (✓) to show if today's meeting was
   ☐ Too long ☐ Too short ☐ Just about right

6. Check (✓) whether you would recommend today's meeting to a colleague.
   ☐ Yes ☐ No

7. Check (✓) to show how useful you found each of the things we did or discussed today.

   Getting information/new ideas.
   ☐ Not useful ☐ Somewhat useful ☐ Very useful

   Seeing and hearing demonstrations of teaching techniques.
   ☐ Not useful ☐ Somewhat useful ☐ Very useful

   Getting materials to read.
   ☐ Not useful ☐ Somewhat useful ☐ Very useful

Listening to other teachers tell about their own experiences.

☐ Not useful ☐ Somewhat useful ☐ Very useful

Working with colleagues in a small group to develop strategies of our own.

☐ Not useful ☐ Somewhat useful ☐ Very useful

Getting support from others in the group.

☐ Not useful ☐ Somewhat useful ☐ Very useful

8. Please write one thing that you thought was best about today:

9. Please write one thing that could have been improved today:

10. What additional information would you have liked?

11. Do you have any questions you would like to ask?

12. What additional comments would you like to make?

Thank you for completing this form.

ORDER FORM

All Hot Topic Guides are designed for grades K-12, except for those otherwise noted. Check those Learning Packages you would like mailed to you at $16 each, and mail this form (along with payment) to Hot Topic Guides, ERIC/REC, Indiana University, Smith Research Center, Suite 150, 2805 East Tenth Street, Bloomington, IN, 47408.

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PARENTS AS TUTORS IN READING AND WRITING

Lecture

by Carl B. Smith

Who would ever dream that educators would consider studying parents as tutors? On the one hand, parents are the first and most natural teachers of their children. On the other hand, education in school subjects seems to have become so complex and esoteric that one wonders whether or not parents have the expertise to help their children learn school subjects in today's environment. In the days of Thomas Jefferson and Ben Franklin, it may have been appropriate for parents to teach their children, but what about today?

Part of the answer to those doubts can be seen in the example of modern parents who do teach their children successfully; not just tutoring them according to the direction of teachers, but actually teaching them in all state-required subjects. Current estimates suggest that more than 500,000 parents in the United States teach their children at home. These children do not attend regular school at all. And these parents are not wealthy parents who can hire teachers or tutors to come into their homes: they are parents with ordinary means who choose to teach their children on their own.

Recently, after a remodeling project at my house, we hired a man to clean up the debris. He worked in a factory during the day and did cleaning work at night and on weekends. As he worked, he told me that he had five children, all of whom were being educated at home; not for religious reasons, but because he and his wife felt that they could give their children more attention and direction than they would receive at a regular school. His wife gave the daily directions for this work, and he helped his children at night during a regular study time from 7:30 till 9:00.

This man and his wife used textbooks, library books, and the typical reference books. "All you have to do," he told me, "is read, follow directions, and discuss the ideas and the processes with your children. It's great for them and for me. We all learn together about many things."

The Need for Parent Educators

This unit of study is not designed to promote home schools. Even though many of today's parents are much better educated than the parents of one hundred years ago, very few of them will take the time and the trouble to conduct their own home school. Most parents want their children to succeed through the benefits of a public school or through a private school that meets their personal criteria. Conversely, most professional educators now recognize that their work will not be successful without direct academic involvement by parents. Teachers want the emotional support of the parents, and they also need the help of parents in helping children to learn well the information and the learning procedures set up by the school.

One third grade teacher in Ohio said to me: "My greatest problems arise when I get no support from the home. Parents are indispensable checkpoints for children's learning. Almost all of the children who have problems learning in my class get no help or encouragement from their parents."

The sentiment of that third grade teacher seems quite widespread among those who teach and those who administer schools. We educators need to help parents develop an attitude of support and give them the skills that they need to help their children with their work. When a parent or other significant adult works with the child, the child learns that school activity is important to the adult world--a major motivational force for the child.

Isaiah Thomas, star basketball player for the Detroit Pistons, once praised his mother for his success. Every night she oversaw her children's school work and helped them as best she could. Her story was made into a television movie.

Supreme Court Justice Clarence Thomas pointed to the attitude and the daily help he received from his grandfather, who guided the young Clarence Thomas in his school work. His grandfather was a major influence in his academic success.

I am sure that most of us who have succeeded through many years of school can point to the regular help of a parent or grandparent who listened, taught, helped us practice, and encouraged us through the difficult aspects of school learning. My own parents, who never finished high school, helped me every night during my early years. Their example guides me to this day.

Parents as Tutors

Almost all parents act as tutors at one time or another. They may not recognize their work as the work of a tutor, but any time they advise their children on some homework problem, parents serve as tutors. In the more formal sense, adults often decide that they will work regularly with children on tasks that affect school performance. Whether adults work as volunteer tutors in classrooms or with their own children at home, they can have enormous influence on their children. (Silvern, Steve B. and Linda R., *Beginning Literacy and Your Child*)

Even though parents have an enormous impact on their children's learning long before the child reaches the elementary school, it is during the elementary school years that parents usually begin what we are here referring to as tutoring. Numerous projects involving adult volunteers and parents as tutors show that these one-on-one relationships are very beneficial to children. They help them feel better about themselves, and they help students perform better in school.

An adult tutor may actually overcome the sense of failure that some children experience when they are having difficulty keeping up with their peers. The adult tutor provides the child with a basic ingredient for success--regular individual praise for making progress. Parents are particularly well-suited to adjusting to the changing conditions of their children. If the child has a bad cold, the parent understands and adjusts his pace and his encouragement to match the situation. If the child remains confused after a second or third explanation of a difficult idea, the parent says out loud: "It is a confusing idea, but we will both learn to understand it if we keep working together to figure it out. Let's try another way."

Mature adults are not afraid to admit that they do not know all the answers, that they may not even know how to explain clearly the problem that they face together. "But we will keep trying to figure it out until we understand it."

Technical expertise is not necessary for adults to help young children. Parents, for example, are not expected to be professional teachers, nor to have anything more than a healthy curiosity and a willingness to work with their children in a friendly, conversational way.

How Do We Help Parents Become Valuable Tutors?

Try these simple guidelines as you invite parents into the learning process:

Open the door and invite parents to be partners in the education of their children. Adults need reassurance that they can do a good job, and they need to believe that they can learn what they need to help their children. Organizing a workshop is one way to invite parents into the learning environment of the school. By inviting parents to such a workshop, we are saying implicitly: "You are important. You can do it. We'll help you learn what you need to help your children."

Provide general guidelines to parents and/or volunteers for any meeting between tutor and learner.

- The role of the adult in a tutoring situation is to encourage, to engage in conversations, to be surprised or pleased at new knowledge, just as any learner is surprised or pleased.

- Look for continuous improvement in yourself as a tutor while also looking for progress on the part of the child-learner.
- Listen carefully, and ask questions to inform yourself and to clarify the understanding of the learner.
- Encourage the learner, and praise even small improvements. Learning consists of making progress in understanding; it does not mean that the answer or the product of learning is perfect. It certainly does not mean that the learner is perfect.

Train parents/volunteers to accomplish some specific tasks. Parents and/or volunteers may be coached in how best to read aloud to children. When working on reading comprehension, for example, the tutor can learn to lead a child to explain his sense of a story or article, his understanding of its theme or its importance. When dealing with a written composition, the adult tutor can learn to discuss a child's writing as a message, part of which seems clear and parts of which lack clarity. The latter parts of the composition are the areas the student should work on.

The handouts that accompany this lecture may be used or adapted for a group of parents and/or volunteers who will be tutoring children.

Organize mutual help meetings. In an introductory workshop, parents want help in getting started; they want reassurance and enough knowledge to proceed as a co-learner with their child. You can provide more information in additional sessions, perhaps structured as mutual help meetings with other parents. You may also lead parents to books and other resources that provide activities and suggestions that they can use when working with their children. Often all a local leader needs to do is to set a time when interested parents can meet once a month for an hour to share problems, answers, books, and resources. Perhaps no other agenda will be necessary.

L51 Handout #1 for Parents

Objectives for Parent Tutoring

Once parents know what they are trying to achieve, they can select the books or other resources they need and lay out a schedule to work on their objectives. When a parent selects a target for working with a child, the purpose is not to test the child, but rather to give both parent and child a sense of direction and a reason for them to apply their energies. Use a planning sheet to lay out the first set of priorities you will set for your child. Base your selection on what you know about your child's needs.

Please remember that three important components of an instructional plan determine its success: objectives, resources, and time to meet. Make the objectives as precise as you can. Find books and other resources that will guide you to achieve your objectives. Organize your tutoring time so you meet often enough to give your child adequate practice to achieve results. Most experts agree that effective tutoring efforts require at least two meetings a week. Anything less than that makes the work seem haphazard, and the effect of practice is lost. An adult tutoring a child works better than any other kind of instructional support, as long as the effort has clear purposes and occurs at least two times a week across many months.

Sample objectives

Here are some objectives that parents may select when working with their children. Select three or four that will benefit your child. Choose one objective that you feel will be the most helpful. Work on that objective first and with your best energy. Work on other objectives as time and incidental opportunities arise. From time to time, talk about these objectives with your child and with your child's teacher. Change objectives and your procedures for interacting with your child as these discussions indicate you should.

Developing positive attitudes: For example--books contain interesting stories; valuable information can be found in books; reading provides ideas that enable me to talk to other people; I can expand my interests and my life through reading.

Building communication: For example--expanding vocabulary by discussing important/interesting words from books; improving word skills by discussing ways to figure them out when difficult words appear in reading; improving comprehension by sharing our sense of how the story is developing and by summarizing periodically; locating specific information by using indexes, subheads, and other resources.

Promoting critical thinking: For example--expressing and explaining our different reactions to the same story; raising questions about causes and consequences of events; discussing events according to values that we hold or according to values that we notice in other people.

Developing fluency: For example--reading aloud to one another; reading regularly (several times a week) and sharing our reactions to what we have read; setting a reasonable number of pages to be read on a weekly basis.

Other objectives: You may find other categories of objectives that you wish to focus on, or you may decide on objectives that are more specific than the ones listed here. By being close to your child and by discussing ideas with your child's teacher, you control the information that will help you decide on the objectives that you choose as a priority. Just being interested in your child's success and taking regular time to work with your child will benefit your child's literacy development.

Map your plan: When you select your priorities with your child and list the resources that you have at hand to promote your tutoring efforts, you will have taken a major step towards success. It will give you and your child a sense of direction and a sense of accomplishment as you make progress towards your objectives.

L51 Handout #2 for Parents

General Comprehension Questions

Don't discuss a book or a story as if you were giving a test. Hold a conversation with your child, just the way you would want to discuss a book with a friend. Here are sample conversational questions to get the ball rolling:

Overall impressions

What did you like about this story/article/book?

What was important to you?

Was there a theme or a big idea in this book that you will remember?

Are there events (or ideas) in the book that you want to talk about? Perhaps things that were confusing? Perhaps ideas that you disagree with?

Specific reactions

Do you like the way the story ended? Would you change it if you were the writer?

If you wanted to tell someone what this story was about, what would you say? (Use only four or five sentences to summarize it.)

Would you recommend this story to any of your friends? Why/why not?

There are a couple of ideas in here that seemed important to me (Mention them briefly). Do you agree? Why?

Overall Comments

You can always ask questions that call for the child to recall things that may be on a school quiz, if that kind of detail is required by the assignment from the teacher. But a parent tutor should first of all keep the child thinking about the story and the things that the child believes are important. Once the child sees that his or her ideas are valuable because the parent shows an interest in them, then the child may understand how other details help him clarify the message of the book.

L51 Handout #3 for Parents

Clarity in Written Compositions

When helping a child improve a written composition, we need to remember that the child hopes that it is finished and also hopes that his or her ideas will be accepted. Your review of the composition, therefore, should start with a statement of what you understand, of what you think is clear, of sentences or paragraphs that you want to praise. Then you can identify those things about the composition that are unclear to you.

What is clear

Written language offers all kinds of opportunities for clear (or unclear) statements:

+ images expressed with clarity through a precise vocabulary
+ sequence of events where the order is clear
+ explanations of causes or of reasons for actions
+ an organization of ideas which is easy to follow
+ use of vocabulary that adds color and life to the message

When you point out those parts of the composition that are clear, you show your child the use of language that seems effective. You reinforce approaches to written communication that work.

What is unclear

Written expression may be confusing or unclear for a variety of reasons:

- words are used incorrectly
- general terms are used when specific terms are needed
- images used are distracting or send a confused picture
- sentence is too complex, or subject and predicate do not match
- order of events or ideas seems hard to follow
- the organization is not easy to determine

When you say, "This is not clear to me," you give your child a chance to save face. He can say,"Here's what I wanted to say." By focusing on your problems with clarity, you acknowledge that the problem may be in your perception and not necessarily in the writing of your child. You have taken the sting out of your criticism.

CHILDREN'S LITERATURE FAVORITES: USING THE FIVE SENSES

Aline M. Stomfay-Stitz, Ed.D.
Christopher Newport College
Newport News, Virginia

Paper and Instructional Materials prepared for presentation at the Annual Conference of the Southern Association on Children Under Six(SACUS), Atlanta, March 13-17, 1991

S213125

CHILDREN'S LITERATURE FAVORITES: MULTICULTURAL AND MULTISENSORY

Introduction:

Early Childhood educators have always cherished their favorites - stories, poetry, fingerplays, songs or art that are skillfully interwoven into the daily tapestry of children's experiences. With a wise choice from the classics of children's literature we can also infuse the multicultural and multisensory. The examples chosen are: The Poppy Seed Cakes (Clark, 1924), Anansi, The Adventures of Spider(West African Folk Tale (Anansi, 1964) and Frederick (Lionni, 1967).

Primary goals for selection and experiences for children included:

(1) Stimulation of the creativity of young children by using the five senses - sight, taste, smell, sound, and touch; and

(2) Appreciation for the differences of others in a multicultural/global perspective.

Inclusion of these goals could help children's intellectual, social, and affective development. Through active learning, the world of the child could widen to encompass lands far beyond the classroom door.

These elements could be transformed by the imagery and fantasy of language into a far richer realm for children. A multicultural and multisensiory classroom program based on literature could even compete with the enticements of electronic and video entertainment that now dominate leisure hours of young children.

What criteria should we consider as essential? Guidelines for choosing children's literature have been shaped by the various Early Childhood organizations, such as the Southern Association for Children Under Six (SACUS) Position Statements, including Multicultural Education and Developmentally Appropriate Education Experiences for Kindergarten (SACUS, 1988and July 1984). Researchers have confirmed that children need to explore concrete materials in a multisensory process as an aid to intellectual development. Active rather than passive learning has become the call for action.

In new guidelines for Social Studies, the National Council for Social Studies has crafted a framework for the 21st Century. Children should develop "positive attitudes toward knowledge and learning". . . and a spirit of inquiry that will enhance their understanding of their world." (NCSS, January 1989). Multicultural and multisensory criteria can clearly provide the framework for Early Childhood activities.

Criteria for Choosing Children's Literature Favorites:

Several attributes should guide our choice of children's classics. First, the language should ideally activate thought and create "images rather than simply labeling what is already apparent in the pictures." (Jalongo, 1988). Second, the language should create the mood of the story, describing the actions and what the characters are doing and thinking(Glazer, 1986). Third, the illustrations should match the action and descriptions in the text (Glazer, 1988). Each one of the favorites chosen meets these three criteria in addition to being examples of the multicultural and multisensory components needed.

Clearly, the classics of children's literature have special value. Beverly Lyon Clark wrote:

> What we read as children has a profound effect on us, more profound than anything we are likely to read as adults. (Clark, 1990).

For several years this has been confirmed by students in my Early Childhood classes. I asked them to recall their first experiences with a book or story. Most can recall the exact title, plot and other details, along with personal memories:

> Grandma told me the book(Black Beauty) was a favorite of my Mom's when she was a little girl.

Or

> I wore out a copy of Marguerite D'Angeli's Nursery Rhymes. Why the one page for "Ride a Cock Horse to Banbury Cross" opened all by itself!

The power of children's literature as narrations of fantasy or folly, heroism or treachery, could insure a new generation of avid readers.

Multisensory Criteria:

An emphasis on child development has become the centerpiece of the curriculum for young children. Guidelines have been shaped by the research of Piaget, Kamii and others (Piaget,1950, Kamii, 1985).The Position Statements of professional organizations gave credence to the fact that the multisensory process will provide images of rich language and descriptions of sensory experiences. When we include whimsy and fancy we will be weaving a textual cloth to stimulate questioning and inquiry. In most classics, children can literally close their eyes and imagine the setting and action.

Teachers have always tried to make their stories come alive for children in their classrooms. The addition of the multisensory and multicultural have been the hallmark of good teaching for decades. One kindergarten teacher brings a big bear to school with her, dressed in green corduroy overalls - minus one button, of course. The children believe it is really Corduroy from the Don Freeman classic. The story is also taped for listening and the children can follow along as they look at the pictures. They can give Corduroy as many big bear hugs as they wish.

A stuffed Curious George was a take-along mascot for the fifth graders that I taught in 1988. We read stories to first-graders down the hall, easy-to-read picture books from my own collection. Everyone read and everyone basked in the joys of reading to to others. Curious George perched on a tall stool and observed the happy scene.

The Three Favorites Chosen:

(1) The Poppy Seed Cakes(Clark, 1924) revolves around the sometimes naughty adventures of a little boy named Andrewshek who does not always obey his Auntie Katushka, a round, jolly-looking woman who loves to bake poppy seed cakes. The mood and impressions from the art designs and dress suggest Slavic origins, an Eastern European flavor. Andrewshek loves to jump up and down on a feather bed. This is perhaps just like the one many of our grandmothers stuffed into satchels for the long, ocean voyage to the new country. Andrewshek's adventures involve a green goose, a naughty white goat, and a picnic that was almost spoiled. The rich, visual images meld with the olfactory and kinesthetic.

(2) Anansi, a spider is a favorite theme in West African folktales (Anansi, 1964). He is very smart and just as naughyy as Andrewshek. He enjoys eating and does not like to work. He plays tricks on anyone who comes his way and of course, usually gets into trouble. "Anansi and the Fisherman" in one of many tales, includes adventures with a fisherman who plays a trick on Anansi in a turnabout series of madcap events.

(3) Frederick (Lionni, 1967) has been described as a sensitive mouse who thirsts for the beauty of the world. He believes that the aesthetic is as valuable as the material. He is truly an individual who wishes to make his world a more enticing place. The underlying mood is one of learning to share space, live together cooperatively, thinking creatively. A primary value though has a contemporary flavor - cherishing the environment and beauty of the world all creatures share.

First Steps To Integrate the Multisensory and Multicultural:

Books on storytelling and children's literature for librarians and teachers could be a logical beginning. Librarians have been the champions of storytelling and the promotion of children's literature, certainly since Andrew Carnegie first conceived the idea of free, public libraries in America. The publications of the American Library Association have become invaluable sources for ideas, especially for multisensory learning. The Handbook for Storytelling(Bauer, 1977) has become a classic, filled with innovative, imaginative ways to present stories to children. Directions for a wide variety of devices are included such as a Hook 'n Loop Board and many kinds of magnetic and felt boards. Catalogs from ALA include numerous publications related to children's literature (ALA Catalog, 1991).

Whole language based on children's literature has been the subject of excellent books available to teachers in recent years. Several serve to guide the teacher with innovative ways to incorporate multisensory and multicultural learning, along with storytelling (Burke, 1986; Coody, 1983; Glazer, 1986; Jalongo, 1988; Laughlin and Watt, 1986; Machado, 1990 and Purves and Monson, 1984).

The multicultural dimension especially could become a core value in the selection of favorites. From childrn's literature, young learners first meet other children and explore cultures different from their own. They can make the first connection by sharing a common experience, such as a different way to bake cookies, as did Auntie Katushka in The Poppy Seed Cakes. By making the connections, we can plant the seeds for the human dimension, showing that we are more alike than different, all fellow humans sharing similar experiences. Children in different communities in other parts of the globe usually live in families, love to eat, enjoy games and celebrate festive events. All of these common pastimes appear in children's literature.

It is especially in stories about children living in other lands that we can help to remove the barriers of misunderstanding about people living outside of the community, as an antidote to the xenophobia and fear of others who are "different." A multicultural dimension could foster "a more positive attitude" in children (Tomlinson and Lynch-Brown, 1989).

Certainly, the greatest impact of the multicultural dimension could be on the minority child. Teachers, aware of demographic projections, are concerned that children be prepared for living in a vastly changed, multicultural society predicted for the year 2000. For example, the writings of Native American, Hispanic and African-American authors who are involved in multicultural education emphasize the importance of the ancient folkore in their lives as well as in the lives of others (Norton, 1990).

A quest for quality literature for children and ways to incorporate both multisensory and multicultural learning was predicted long before electronic media stole children away from books as a leading leisure activity. Lillian H. Smith (1953) warned:

> We should put into their hands only the books worthy of them, the books of honesty, integrity, and vision--the books on which they can grow. For it is in the very nature of children to grow. They cannot stand still. They must have change and activity of mind and body. Reading (or listening to stories), which does not stir their minds, not only wastes their time but will not hold children permanently. If they find no satisfaction in one medium they will immediately turn to another (Smith, 1953).

Today's Early Childhood educators face the new milennium in much the same frame of mind as did our colleagues of the previous century. Those in America's classrooms in the 1890s had an overwhelming task - the preparation of young immigrants for a successful life in their new country. They taught them English and to respect education and learning. Many of these new Americans became our parents and grandparents. Many have passed on their love for learning and the children's literature they read in their new language. Today's children in increasing numbers, once again speaking dozens of languages, have entered our classrooms as immigrants. Our task is similar. Through children's literature classics that infuse the multicutural and multisensory, we can once again help a new generation of younger learners.

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APPENDIX A - INSTRUCTIONAL MATERIALS FOR

CHILDREN'S LITERATURE: USING THE FIVE SENSES

Aline M. Stomfay-Stitz, Ed.D.
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Newport News, VA 23602
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APPENDIX B - RESOURCE DIRECTORY

APPENDIX C - PARENT INVOLVEMENT - CALENDAR OF ACTIVITIES

Paper and Instructional Materials prepared for presentation at the Annual Conference of the Southern Association for Children Under Six (SACUS), Atlanta, March 1991

CLASSROOM ACTIVITIES TO ENHANCE LEARNING: MODELS FOR YOUR OWN FAVORITES

Because most of us need to be aware of the content areas and multiple curriculum guidelines, we would need to include the following areas:

(1) Language Arts
(2) Creative Drama/Pretend Play
(3) Music
(4) Movement
(5) Art
(6) Discovery/Nature/Science
(7) Math and
(8) Cooking/Foods

(1) LANGUAGE ARTS

.**Writing Invitations.** In The Poppy Seed Cakes, Andrewshek could write an invitation to a friend for a picnic they have prepared. Children can use a real wicker basket and add real(or plastic picnic foods), including some "playdough" poppy seed cakes. Cover food with a red-checked napkin. Children can write the invitations using Invented Spelling or dictate it to an adult.

. **Menu List:** Children can also talk to a friend about what is on the menu for the picnic lunch, writing down(making a list) of the various foods in the basket and reading back the list to their friends.(Or this could be done as a Language Experience chart activity) so children can re-read the Picnic Menu.

. **Shopping List:** Write the list of foods that you need to buy for the picnic on poster board. Children can write their own on smaller pads of paper. Children can check off the foods as they are placed in the basket, naming each one.

. **Language Experience Group Story:** Write a paragraph about the events leading up to the picnic adventure, after Andrewshek and his Auntie returned home.

. **Story Cards:** Copy pages from book, color with markers and mount on poster board. Children can then retell the story, placing the Story Cards in the correct sequence. Identify the names of the author and illustrator. For the pages from Frederick have children create a similar collage of bright colored paper, using different textures, similar to the original collages of Leonni.

. **Whole Language Charts:** Children enjoy the rhyming words and chants written on Whole Language Charts. Here is a model that could be used for The Poppy Seed Cakes:

. Print verse below on poster board. cut slots in the place designated for blank lines. On the back of the poster board, glue a wide paper strip across the back of the slots, to make an area that will temporarily hold a Name Card.

. Make up a set of Name Cards with the name of each child in your group: One name on one card.

. As the group reads(or chants) the verse, insert a child's Name Card in the slot. Child who recognizes own name, stands up. Call attention to the RHYMING WORDS (Print them in a different color). Call attention to the QUESTION MARK and THE EXCLAMATION MARKS(PUNCTUATION).

. This is a variation of the popular chant, "Who Stole the Hat from the Farmer's Head?"

(a) THE POPPY SEED CAKES BY MARGERY CLARK

Poppy seed cake! Poppy seed cake!
How many can we BAKE?
Poppy seed cake! Poppy seed cake!
How many can we MAKE?

One for ________ Two for ________
Three for ________Four for ________
Poppy seed cake! Poppy seed cake!
How many did we BAKE?

Nine for ________Ten for ________
Poppy seed cake! Poppy seed cake!
How many did we MAKE? Mmm!Mmm! Good!

NOTE: The verses could also be used as a FINGERPLAY,holding up one more finger on one hand and then on the second hand as verse is said. Children could add the names of their friends. One the last line, children rub their tummies!

(b) FREDERICK'S POEM

This could be printed on poster board. Read poem from the book frequently to the children. Make the names of the FOUR SEASONS in the YEAR a different color. The letter of each SPRINGHOUSE or FALLMOUSE could be a color that matches the illustrations: Spring - red; Summer - green; Fall - brown and Winter - gray.

A - 3

(c) ANANSI - Whole Language Chart

Print the following action fingerplay on poster board. Children can then chant:

ONE little, TWO little, THREE little Spiders
FOUR little, FIVE little, SIX little Spiders
SEVEN little, EIGHT little, NINE little Spiders
TEN little Spiders are here.

. **Puppets:** Simple hand puppets could be made from brown paper lunch bags and used to retell the story. Glove puppets could be made for the five characters in the The Poppy Seed Cakes.: Andrewshek, Auntie Katushka, Goose, Goat, and Swan.

(2) CREATIVE DRAMA/PRETEND PLAY:

(a) **Story Boxes:** Design box as a room or scene from the story, crafted from a shoebox or candy box. Add dollhouse furniture, a doll, bed, table or chairs for a scene from The Poppy Seed Cakes. Dress an ethnic doll in a bright-flowered fabric with a shawl around her neck, kerchief over her hair, similar to the pictures of Auntie Katushka.

. Remember that children with special needs or developmental delays will be stimulated to retell some part of the story if real objects are provided. For Frederick a stuffed mouse or one sewn from gray velveteen would be fine. Children retell the story and engage in conversations about the Story Box events. For Anansi, a playful spider can be made out of a few twists of black chenille pipe cleaners, with eyes added.

(b) Acting Out Scenes: After the story has been retold several times, ask the children for suggestions as to their favorite part of the story that they could act out. Simple paper bag costumes may be added or a simple headband(mouse ears, spider headpiece). The Social Living center furniture can be used to depict a scene showing Auntie Katushka baking her poppy seed cakes, taking them out of the oven.

(3) MUSIC:

The Resource Directory contains several sources for different recordings, cassettes or songbooks that could include African or Eastern European music. This should be introduced with colorful illustrations from the regions and children encouraged to listen or respond rhythmically with rhythm sticks or by clapping their hands.

(4) MOVEMENT:

- Crawling movements, like Anansi, the spider
- Mouse hops like Frederick. Can also pretend they are carrying "colors"(balloons, scarves, construction paper circles) to store up for the gray winter.
- Waddles like the green goose or
- Jumps and leaps like the "naughty white goat in The Poppy Seed Cakes.

(5) ART:

- **Polish Paper cutting(Wycinanki):** This a popular art media for Polish children First Teacher, Oct. 1990). This may be difficult for young fingers that have not yet mastered scissors skills, so one simple project could be first modeled and all attempts by the children accepted. However, some of the bright decorations, similar to those on Auntie Katushka's house could be pinned to the bulletin board in case children wished to also use them in their art work. The emphasis, of course, is on the children's self expression rather than copying a model.

- **Realia:** Any arts or crafts(artifacts) from the country could be arranged together in one place for the children to see and touch (certainly nothing breakable). I have a mini-collection of crafts from Poland: A carved wooden plate, amber beads, wooden necklace, embroidery, Polish children's picture book(Turska, 1975) and dolls dressed in holiday costumes ("Mini-Museums", 1990).

- **Murals:** Long pieces of white glazed shelf paper can be used as children paint scenes from the story or draw with watercolor markers. Small groups can work in sections divided up for each child. They can learn to work in cooperative groups, sharing space and materials. Talk first about the "scenes" and "events" of the story, what happened,"first, next." Have ALL children participate regardless of abilities, even if it is only to paint green grass at the bottom edge of the mural. ALL should be included.
- **Dioramas:** A shoebox with background painted on the back of the box and two sides will offer a backdrop and setting for retelling stories. Choose one scene from the story (Santee, 1986). Anansi, for example, could have cut green grass growing along a blue river. Set them out at eye level for children to use in retelling story.

- **Bulletin Boards:** Children's drawings or collages could be the focus for a theme-based bulletin board for each story. Can use the drawings on the board to recall events or retell the sequence of story.

- **Collage:** Because Frederick was illustrated using the technique of collage by Leonni, this should be modeled for the children. According to abilities, pictures could also be torn paper, cut shapes. Use a wide variety of different textured, bright colored paper or scraps from a wallpaper or fabric sample book. Emphasis is, once more, on the PROCESS, rather than on a finished product.

(6) **NATURE/DISCOVERY/SCIENCE:**

- **Feather Collection:** Begin to assemble many different types of feathers, including goose feathers(if possible) just like the ones in the goosedown comforter in The Poppy Seed Cakes.

- **Dried Grasses/Straw Collections:** (Frederick). This collection could be assembled by the children in the fall (depending on your seasons), perhaps in your school area.

- There are many simple Science experiments that could be added here, especially with changing colors, changing liquids into solids, making ice, etc. Units on Seasons and Weather would be appropriate sources.

(7) **MATH:**

- **File Folder Games:** Measurement concept - wholes and halves

- **Felt Board Games:** Poppy seed cakes(from felt or paper). Match numeral for counting; Ordinals: first, second, third, fourth poppy seed cake.

SUGGESTIONS FOR THE STORIES COULD BE AS FOLLOWS:

MULTISENSORY MATH

(1) The Poppy Seed Cakes

. **File Folder Game:**

Classification:

Name of Activity: Poppy Seed Circles

Objective: Classify different shapes: circle, triangle, and square

Materials: Colored file folder(may be laminated)with a large construction paper triangle, square, and circle "cakes."

Construction paper triangles(one color) and squares(one color). Circles should be white paper "cakes," generously sprinkled with black specks for poppy seeds.

Clear Contact Paper(or may be laminated)

Procedure: Teacher should model steps, including putting all materials back in bag and returning to right place. Children should be able to classify different shapes, round Poppy Seed Cakes,(circles),triangles or squares. They take them out of zip-lock bag and sort by placing them on the large shape of triangle, circle or square inside file folder.

(2) Workjobs-Type Gameboard

Idea adapted from Mary Baratta-Lorton, Workjobs II: Number Activities for Early Childhood. Menlo Park, CA: Addison-Wesley, 1979.

Name of Activity: Picnic Plates of Poppy Seed Cakes and Eggs

Materials: Introduce activity with: Dish of real poppy seeds. Place in a dish, permit children to taste if they wish. (Place a few on a paper napkin).

Eight(8) colored dinner-size paper plates

Poppy seed cakes made from: Manilla paper sprinkled with black specks for poppy seeds OR Poppy seed cake beanbags, sewed from unbleached muslin, speckled with poppy seeds(black marker specks) and filled with navy beans. Playdough cakes baked and colored would also be possible. Beanbags, though can also be used in games.

Eggs made from white felt, cut into an egg shape or white poster board(covered with clear Contact paper).

Numeral Cards: Number cards from 1 - 10 (Masters are in book, p. 137,if needed).

Equation Cards: Equations for simple addition (Masters are in book, p. 139), such as 2 + 2, 2 + 4. Children use the two different types of materials, 2 cakes and 2 eggs, placed on each one of the eight paper plates.

Procedure:

Counting: Child would first explore counting objects at the Concept Level, counting out numbers to match Numeral Cards. One kind of object(only cakes, for example) are counted out on each one of the 8 plates.

Recording at the Symbolic Level(p. 12): Children would next record the total number of objects on each gameboard on a piece of paper. Write numeral "8" and place on each plate, for example.

Addition: (p. 14) Children use simple addition equation cards, counting out 2 cakes plus 2 eggs to match the "2 + 2" equation card. Pairs of children take turns with this activity, but no totals are given at this time.

Subtraction: (p. 15) Children in pairs take turns "taking away" the objects talking about the process, using the subtraction equation cards(p. 140)

This basic format could be applied to each of the stories, Frederick and Anansi, The Adventures of Spider.

(2) Spiders and Webs

Materials: Plastic spider webs and black plastic spiders

Procedures:

Counting: Children match the numeral card

Recording at the symbolic Level: Write number of objects,

Addition: Same as with (1) Poppy Seed Cakes

(3) Grey Mouse

Materials: Gameboards with a grey mouse

Pompom balls - yellow

Procedure: Children match up a pompom ball on his nose.

(8) COOKING/FOOD:

- **Recipe for some real Poppy Seed Cakes:** In the story, Auntie Katushka wrote about the ingredients she used:

> One lovely Saturday morning Andrewshek's Auntie Katushka took some butter and some sugar and some flour and some milk and seven eggs and she rolled out some nice little cakes. Then she sprinkled each cake with some of the poppy seeds which she had brought from the old country.

However, Betty Coody actually created a recipe that could be followed in the classroom:

1 cup butter or margarine
1/2 cup sugar
2 cups flour   Poppy seeds

Blend butter, sugar and flour with fingers. Roll into small balls the size of a walnut(Let each child work on a small piece of waxed paper sprinkled with flour). Flatten each ball slightly with a floured spoon. Sprinkle cakes with poppy seeds. Bake in a slow oven about 300 degrees, until lightly brown around the edges. Cook and serve with a beverage at snack-time (Coody, 1983, p. 124).

- For the Anansi tale, why not try African Peanut Soup?(*First Teacher,* October 1990). List the ingredients on a picture poster chart for children to follow as they measure, pour and stir. Explain new vocabulary words as they experience them: Cut, dice, chop, spread, mix.

- **Shopping Lists for Cooking Experiences. Write on Poster Board:**

- **Auntie Katushka's Soup** (*The Poppy Seed Cakes*):

We need: Many Vegetables

Turnips
Parsnips
Two (2) Onions
Four (4) Carrotts

Save Green Tops from Vegetables for one(1) Naughty White Goat!

Write cooking words:

- Peel
- Slice
- Cut
- Chop
- Half and Whole
- Mince

. **Shopping List for Picnic:**

Bread for Sandwiches
Have children suggest fillings(Book does not state what went into these).
Cottage Cheese carton
Poppy seed cakes(see recipe)
Two(2) Hard-Boiled Eggs

Assemble all in a wicker basket. Enjoy!

CONCLUSION:

Finally, we can see for ourselves, as we plan and use these multisensory and multicultural experiences in the classroom, that our children do indeed learn best when they are exploring with all of their senses. Through the joy of children's literature, they can also share in the rich sounds of our beautiful language, as they discover new words and meanings. The far corners of our globe will be nice places to visit, as they share in the tastes and smells of a Polish poppy seed cake or an African peanut soup.

References: Others are in the Resource Directory

Coody, B. (1983). Using Literature with Young Children. 3rd ed. Dubuque, Iowa: Wm. C. Brown Co.

First Teacher. Theme Issue: A Multicultural Classroom (October 1990. Vol. 11, No. 10.

"Mini-Museums." First Teacher, October 1990.

Santee, J. (March 5-8, 1986). Creative Storytelling Techniques. Paper prepared for presentation at the 37th Annual SACUS Conference, Orlando, March 5-8, 1986.

Turska, K. (1975). The Magician of Cracow. London: Hamish Hamilton.

RESOURCE DIRECTORY

(1) Children's Literature, Journals, Organizations, Sources

Bookbird, The. Journal of the International Board on Books for Young People and the International Institute for Children's Literature and Reading Research. Mayerhofgasse 6, A-1040, Vienna, Austria. News of books and magazines for children of international interest.

Children's Book Council, 67 Irving Place, New York, NY 10003. Book posters, bookmarks, and related materials.

Children's Literature Association, 22 Harvest Lane, Battle Creek, MI 49015. Sponsors two journals, *Children's Literature(published* by Yale University Press) and the *ChLA Quarterly.*

Library Service to Children, American Library Association, 50 East Huron St., Chicago, IL 60611-2795.

Long Ago and Far Away. *Discussion and Activity Guide.* Children's literature series, including folktales from Sweden, Great Britain and Hungary. Station WGBH, 125 Western Avenue, Boston, MA 02134. May be taped for educational use within seven days after broadcast.

Southern California Children's Booksellers Association, P.O. Box 2895, La Jolla, CA 92038. Pamphlet, "Guide to Author or Illustrator School Visits."(self-addressed, stamped envelope needed).

Web, The , Journal for Children's Literature. Ohio State University, Room 200, Ramseyer Hall, 29 West Woodruff, Columbus, OH 43210.

(2) Sources for Materials for Multicultural/Global Perspectives:

Black Experience in Children's Books, selected by Barbara Rollock. Brochure. New York: New York Public Library, 455 Fifth Ave., New York, NY 10016.

Claudia's Caravan: Multicultural/Multilingual Materials. Catalog. P.O. Box 1582, Alameda, CA 94501.

First Teacher. Theme Issue: A Multicultural Classroom, Vol. 11, No. 10, October 1990. First Teacher, Inc., 955 Connecticut Ave., Bridgeport, CT 06607.

_____. Theme Issue: Children's Literature. Vol. 5, No. 11, November, 1984.

-----. Theme: Tales from Far Away. Vol. 10,No. 11, Harrambee: The Book Club for African-American Families & Friends, P.O. Box 603, Wilton, CT 06897. Write for membership information and booklists.

Information Center on Children's Cultures,U.S. Committee for UNICEF, 331 E. 28th St., New York, NY 10016.

Music for Little People. Catalog. P.O. Box 1460, 1144 Redway Dr., Redway, CA 95560. Includes African drums and musical instruments. Eastern European folk music and dolls.

Pleasant Company. Catalog with ideas for ethnic dollars and their accessories. P.O. Box 190, Middleton, WI 53562-0190.

Skipping Stones: A Multi-ethnic Children's Forum. (Journal of Writings and Art work from children around the world) 80574 Hazelton Rd., Cottage Grove, OR 97424

(3) Resources for Parents:

Horn Book, The. Why Children's Books? (Newsletter). The Horn Book, Inc., Park Square Bldg., Boston, MA 02116.

IRA(International Reading Association. Publishes a "News for Parents from IRA"(Newsletter) related to children's reading and books, including booklists. Parents can also ask for pamphlets, such as "What is Reading Readiness?" Write for list of publications. IRA, 800 Barksdale Rd., P.O. Box 8129, Newark, DE 19711.

Parents' Choice. (Newsletter). Includes multi- media-television, movies, story records, and books. Parents' Choice Foundation, P.O. Box 185, Waban, MA 02168.

Trelease, James . The Read-Aloud Handbook. New York: Penguin Books, 1982.

Dear Parent,

Our room is buzzing with all kinds of activities involving the many stories we are reading to the children. You have probably already heard of the naughty antics of Curious George, the monkey who always gets into trouble.

In this coming month, we will be exploring many of the classics of children's literature. Perhaps you will recognize some favorites from your own childhood. Will you please help to make these adventures with books a memorable event for our children?

A Calendar for May is attached with many suggestions of things that would help your child learn that books bring joy and laughter . . . and delightful characters to meet. Of course, it is not always possible to do everything, but please try to make time for as many as your schedule permits. Don't forget to involve your older readers. They can also join in and do some of the reading to the younger children.

Please have a month of joy with children's books!

Sincerely,

(Your kindergarten teacher)

CHILDREN'S LITERATURE FAVORITES: PARENTS' BOOK LIST

STORY OF BABAR by Jean de Brunhoff, Random Books.

MIKE MULLIGAN AND HIS STEAM SHOVEL, by Virginia Lee Burton. Houghton Mifflin.

CORDUROY by Don Freeman. Viking Books.

MILLIONS OF CATS by Wanda Gag, Coward.

MAKE WAY FOR DUCKLINGS by Robert McCloskey. Viking Books.

TALE OF PETER RABBIT by Beatrix Potter. Warne.

CURIOUS GEORGE by H.A. Rey. Houghton Mifflin.

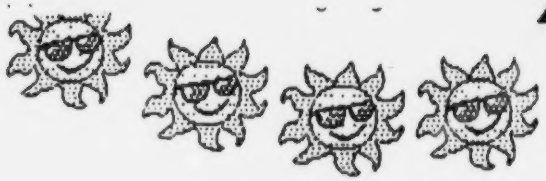
WHERE THE WILD THINGS ARE by Maurice Sendak. Harper.

CAPS FOR SALE by Esphytr Slobodkina. Addison. Scholastic paperback.

THE POPPY SEED CAKES by Margery Clark. Scholastic paperback.

FREDERICK by Leo Lionni. Pantheon Books.

STONE SOUP by Marcia Brown.



MAY

1991

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 First Stop-Public Library	2 Look for things at home that begin with a "B"	3 Read a book. Have child retell a part	4 Shopping Look for vegetables Read Stone Soup.
5 Read comics and make vegetable soup.	6 Read The Poppy Seed Cakes. Child draws a favorite part	7 Buy packet of seeds	8 Plant seeds in a paper cup	9 Let child pick out a book to read	10 Child draws picture of favorite character	11 Return t Library f new books Shopping! Look for foods - "
12 Trip to zoo or a farm	13 Read Where the Wild Things Are	14 Child retells story using drawings	15 Find things in kitchen that are red. Check on seeds!	16 Read Make Way for Ducklings.	17 Read Frederick Find old shoebox*	18 Shopping! Buy constr paper, glue, markers*
19 Sunday drive to find a house being built	20 Read Mike Mulligan & His Steam Shovel	21 Make "book" showing story events	22 Read Babar	23 Find things that begin with a "C"	24 Read Corduroy	25 Return to Library for more books
26 Read Caps for Sale. Make caps from constr. paper for retelling	27 Have child "read" using pictures for clues	28 Read "Millions of Cats. Child can write something about book	29 Child makes "book" of drawings from stories read	30 Read Peter Rabbit. Draw picture & retell story	31 Child picks out favorite to retell	

* Story Box: A shoebox or candy box can be used to show a scene from a book. For example, for the book, Frederick, child could line the box with grey paper or felt. Micecould be made from pecans with ears and tails glued on. Add circles of colored felt-blue, green, yellow. Story Box is used for child to manipulate objects and help to retell story events.

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Enriching the Classroom Reading Program

by

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ENRICHING THE CLASSROOM READING PROGRAM

Introduction

If reading is to become a lifelong passion, rather than a passive activity reserved for school only, then teachers must commit themselves to enriching the reading curriculum beyond the basic skills program. Teachers must actively plan for the accomplishment of two major goals: (1) developing a lifelong interest in reading and (2) improving literature appreciation and critical reading abilities. As Harris and Sipay point out:

> ...enormous amounts of time, effort, and money are expended in teaching children how to read, yet we apparently have produced what Charlotte Huck referred to as a nation of illiterate literates. A successful reading program must not only develop children who can read, but also children who do read. (p. 515)

Charlotte Huck (p.25-26) and Jean Kujoth (p. 217) cite research studies by Irwin, Cazden, Cohen, Durking, Chomsky, New York University, and Roe which point to the effects associated with wide exposure to literature and books. Some of the important effects ~~were~~ gains in language development, vocabulary development, and reading comprehension. These gains were linked to factors such as: (1) being read to orally by parents and teachers; (2) availability of well-written materials; (3) time to read silently; (4) opportunities to self-select from a 'rich cafeteria' of materials; (5) opportunity to respond to what has been read orally or silently through a variety of enrichment activities, such as arts and crafts, music, puppetry, storytelling, and filmmaking; and (6) enthusiastic teachers, librarians, and parents who model reading in the school and home.

The research of Doris Roettger (pp. 451-453) illustrates the possible effects of a skills dominated reading program. The subjects of her study, when asked how they would help children learn to like reading, if they were the teacher, made four revealing recommendations: (1) children should have time every day to read their own books, even if they have not completed their work; (2) teachers should talk to children about their hobbies and things they enjoy doing, so they can help children find interesting books; (3) teachers should tell children about interesting books and help them build mental images of what is happening; and (4) children should have an opportunity to discuss books with other children and/or the teacher.

Barbe (pp. 19-20) discusses the research of Daniel Fader, author of Hooked on Books and Roeder. The findings of these studies illustrate the lifelong effect of the school's failure to develop a habitual desire to read. Fader's study found that one-half of the college graduates holding a bachelor's degree never read a book after leaving college. Roeder's research revealed that public school teachers have a negative attitude toward reading as a leisure time activity.

An Enrichment Reading Program

The message is clear. Teachers must enrich the reading curriculum beyon the basic skills program if children are to learn to love reading. An enrichment reading program should include a special time set aside for leisure reading; a comfortable place to read; materials especially selected for the interests and reading abilities of individual students; and most important, an enthusiastic, knowledgeable teacher. An enrichment reading program should provide time in the daily schedule for (1) motivating interest in self-selected reading material; (2) reading orally by the teacher; (3) reading silently; (4) interpretation and sharing activities related to reading; (5) parent involvement in the reading program.

A reading enrichment program is not a program to develop reading skills, a basal reader program, nor an individualized reading program. It may be , however, an extension of any of these, and can be used with any kind of approach to reading instruction.

Initiating the Program

To initiate the program, a place must be set aside within the classroom where reading activities may be carried on, such as silent reading, listening-viewing activities, puppet plays, storytelling, writing, art activities, learning centers, and games This area should be arranged to provide for displays, bulletin boards, materials, and audio-visual equipment. It can be both a storage area and divider to insure privacy. Restrictive rules should be held to a minimum, as well as anything else which might decrease enthusiasm for use of the center in self-selection. The addition of lamps, rugs, sofas, stuffed chairs, bean bags, pillows, and bathtubs attract children to the area and help to make it seem more open and warm.

A basic element of the program is the collection of materials. A rule of thumb is to have 3-5 books or items per student, or a collection of 100-150 items, which rotate at least once a month. This would include books, newspapers, magazines, and related audio-visual materials. A listening-viewing center should be set up nearby for use of audio-visual items. Materials are best selected cooperatively by teacher and students. The following considerations should be taken into account when selecting materials for the center:

1. Content should be related to interests, experiences, and emotions of the age group.
2. Writing should meet criteria of excellence.
3. Readability should be assessed in terms of the independent reading level of students by means of the Fry Formula, five finger rule, or grading codes provided by publishers.
4. Format should include an interesting cover, handy size, large print, many illustrations, off-white paper, attractive and uncluttered page arrangement.

Third, time must be given for the encouragement of reading and use of the center. This would include time for reading aloud daily, book talks, and various motivational activities designed to interest children in reading, usually carried on or implemented by the teacher. Time should be set aside for daily silent reading on the part of children and teacher in order to help establish the reading habit. Time for responding to what has been read or listened to is very important. This may be done through art, music, writing, puppetry, discussion, storytelling, dramatics, or filmmaking. In addition to responding, children need to have the opportunity to share with another child, the teacher, or a group of children, things that have been meaningful to them from the material read.

This is a suggested schedule for the program:

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9:00- 10:00					Motivation Responding
10:00- 11:00					
11:00- 12:00					
1:00- 1:30	Reading Aloud (T)	Self- Selection	Reading Aloud (T)	Reading Aloud (T)	Readi Aloud
1:30- 2:30					
2:30- 3:00	Silent Reading	Silent Reading	Silent Reading	Sharing Preparation	Shari

Four Times a Week for Fifteen Minutes Each Time

Reading Aloud by the Teacher (T)
Silent Reading by Students and Teacher

Weekly

Sharing by students - 15 minutes each time
Self-selection by students - 30 minutes each time

Every Other Week

Motivational activities by teacher - 30 minutes each time
Responding to reading by students - 45 minutes each time

Finally, there must be a teacher who is enthusiastic about reading, who is knowledgeable about materials, and who can help to develop interest and enthusiasm in children and give them appropriate guidance in making reading selections. Few children discover books by themselves. In most instances, an adult model, either teacher or parent, who reads, who knows books, and who shares this enthusiasm with students will serve as a catalyst for bringing books and children together and for inspiring a love for reading. Charlotte Huck puts it this way:

> The one most important element in children's development of a love of reading is the enthusiasm of the teacher... Walk into any classroom and you can tell if the teacher really respects the reading of books. You can look at the teacher's desk or ask the children what book their teacher is reading to them. You can see what provisions have been made to have books in the classroom; you can look at the quality of the books and talk to children about the ones they have read. (p. 591)

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Chapter One

Helping children with reading and learning

The object of teaching a child is to enable him to get along without his teacher.
—Elbert Green Hubbard

As a child starts school, he or she expects to learn to read. More than a few children come home after the first day of school and complain that they haven't learned to read yet. Actually a beginning kindergartner already knows a lot about reading. Recent research shows that reading and writing begin long before a child reaches the first grade. A child picks up cues from television, from other print media, from signs, and from his parents. Together, these and other factors affect the learner's attitude and sense of direction regarding what kind of reader and writer he will be.

In these early years, teachers and parents need to help children develop a desire to learn and a curiosity about the printed word. This will help children develop a strong interest in books and an enthusiasm for learning.

These early experiences will shape your child's opinion of reading. If he feels good about his progress, he's likely to stick with reading and continue to improve. On the other hand, if his first reading experiences are negative, he may avoid books altogether.

In your role as a parent, you're in a position to help your child overcome some of the hurdles which a young learner may face. By offering your support and guidance, you can enable him to move ahead in reading instead of allowing early problems to multiply. The more you can do to make reading interesting and meaningful, the more likely your child is to succeed in school.

Scribbles have meaning

In the early years of your child's life there are some guidelines that you can follow to make reading and learning important.

➥ **Let your child see you read.** As your child's first and most influential model, you show the value of reading by reading in his or her presence. Gradually a message is impressed on your child's brain: "Reading is important because mom and dad do it regularly."

➥ **Read to your child.** By reading to your child, you let him know that reading is a personal communication. It is a warm, friendly experience. In the early months, merely reading the newspaper aloud with your child on your lap or lying next to you begins a relationship that grows across the years as you read children's easy books, fairy tales, adventure stories, information books. Some parents make bedtime reading a nightly ritual that lasts many years.

➥ **Listen and respond to your child's questions.** We all know that young children can drive us crazy with questions that seem like childish prattle. They ask questions in order to learn. We parents should treat them as opportunities to learn as well. Many of our children's questions we can answer from our own background, but some may stump us. Those are the ones that enable us to go to a book, or the encyclopedia, and find an answer by reading. Isn't that another important image you want to place in your child's mind —"We can find answers in books."?

➥ **Encourage your child to write — and then ask for the meaning of the message.** During the first couple of grades in school, children learn to print, to spell, and to write messages that we can understand. But those messages are usually brief, and so it is quite normal for a parent to ask: "Will you tell me more about this message or story?" That gives a child a chance to explain what is actually on his mind. Even in preschool years, however, most children scribble and draw on paper. Sometimes those scribbles contain random letters of the alphabet. Researchers have learned that these scribbles have meaning in the minds of the children who write them. Children realize the printed page stands for a story or a message and they often have a story in mind when they scribble and draw. It helps, therefore, for you to ask about those scribbles by saying: "Tell me what you are writing."

➥ **Build a reading environment in your house.** Place books, magazines, and newspapers in prominent places and encourage everyone to use them—in the bathroom or next to a favorite chair. Read to each other; write to each other, even if it's only a note on the refrigerator. Through these various activities you create the positive attitude that reading and writing are useful, fun, and important. That's a winning attitude for school.

The parent as tutor

The classroom teacher's role is to decide how to approach reading instruction and to choose the reading materials that the students will use. Parents play a complementary role as a tutor at home. To help your child apply what he's learning in school to reading and writing in the real world, you should constantly let him know that he can learn to read *successfully*. You can show your child that he can use the skills he's learning in the classroom by reading magazines, newspapers, and books at home.

How is the work I do with my child at home different from the reading practice he gets in school?

At home, you and your child can work on reading at a pace and in a setting which are comfortable for the two of you. Is a card table fun? Is there a blackboard in the kitchen? Can you sit on a porch swing and concentrate? You can focus strictly on those areas that you think are important for your child to understand.

Just as a tutor helps focus learning, explains ideas that are not clear to the learner, and provides guided practice, so can you do those things for your child at home. Without focus, your child doesn't know what he's trying to achieve. Thus when your child brings home a reading assignment, act your role as a friendly tutor by following these directions:

➡ **Help focus the activity.** What is the purpose? What do you want to learn?

➡ **Keep the learner on target.** Are you achieving the purpose? Are you learning anything yet?

➡ **Answer your child's questions.** Try to clarify directions or language when they pose a stumbling block.

➡ **Practice reading together.** Use the assignment as an opportunity to read together, to learn together. Ask your child to read to you and be willing to read to him.

Creating a positive environment

As you give your child reading practice at home, you promote learning simply by offering a place to learn that's free of the competitive pressures of the classroom. The home setting is ideal for letting your child know that he's making good progress: that his answers are good, that his ideas are interesting or that you know he is working and you appreciate his hard work. If you give your child this kind of feedback, he's likely to feel better about his reading achievements, and he may be more willing to tackle even tougher exercises.

How can I be sure my child experiences success?

In offering your child a taste of success, it's important to begin with exercises that are within his abilities. As the exercises get a bit harder, it's important that you continue to provide encouragement. In periods of slower progress, be sure to tell him that the exercise he's working on really *is* a tough one, that he's making a good effort, and that he's going to figure out the answer by continuing to work on the exercise.

Creating a positive environment means more than encouraging your child with compliments about his

efforts. He also needs to see that he is making progress and has some resources to do his school work. Helping your child make progress in reading is what this book is all about.

Just as a coach builds team spirit, creates incentives, and works to get his players good equipment and facilities, so does a parent who wants his child to succeed. Your child needs to feel that his efforts on reading and learning are important in the family, and he senses this importance through your concern and through your enthusiasm for his accomplishments.

One of his incentives for hard work is the chance to show what he can do. Listen to him read. Ask him to retell a story. When he has written a summary to a story or a reaction to it, read his paper aloud and discuss his ideas with pride. He worked hard; now is his time to be a star. To make homework more valuable in his eyes, supply him with his own desk or workspace with dictionary, paper, pens — and maybe access to a computer, if that's within your means. If not, young children are also fascinated with using typewriters.

By creating this kind of positive environment you are setting a positive tone for success. Hard work, of course, is still an essential ingredient.

Your child may get impatient with his reading efforts and decide that it just isn't worth the trouble to keep trying. This is a natural reaction, but it is one that you can and should try to overcome. You are an important role model. If you can show your child that you value your own education, then he is likely to adopt the same view of learning. Reading and doing well in school will take on new meaning in the child's mind.

The reading process: Building meaning

Before looking at specific techniques to help your child, you need to ask yourself what reading means to you. In this book the term *reading* does not mean merely pronouncing words or searching the page for specific facts. Reading here means a search for meaning — and that's much more complicated and important than learning to decode (sound out) word by word. Decoding (*phonics*) is only one of many tools that a reader uses to build meaning —that is, *to read.*

To get a sense of what reading is, think about what you have done so far in this book. You chose to examine this book because you are interested in your child's welfare. You want him or her to succeed in school and in life. You know that reading ability is probably the most valuable skill a person has in his search for school knowledge and in continued learning on the job. You know that those who do not read well often become problems in school, often are unemployed, and therefore cannot live satisfactory lives in our knowledge-based society. For those reasons, you want to help your child hone his reading ability to its highest level. In other words, you are interested and motivated. You think you can make a difference, and you are entirely correct. No one is more important to your child's success in reading than you are.

Once the topic of this book drew you inside its pages, you wanted to see if the contents and the style suited your purposes. You may have reviewed the table of contents or the introduction where sections of the book are summarized briefly. Depending on your child's immediate needs, you may have turned to a specific section — vocabulary building, for instance. You may have asked: "How do I know if my child's vocabulary is satisfactory for the reading he has to do? I'll read this chapter to find vocabulary building ideas." Thus you set a purpose or began to ask yourself questions that you wanted answered.

As you move through a chapter in this book, you have a sense of whether or not you are getting helpful answers to your questions or are building a meaning that suits your purpose. As you read, new questions or different purposes begin to surface. Then you start to

When?
Why?
Who?
Where?
How?

monitor your comprehension anew. You keep asking in the back of your head if you are learning anything helpful. If you are not, you adjust; that is, you reread, you look ahead, you stop and reflect, you look up definitions, and so on. As a mature reader, you regularly monitor your progress towards building meaning.

When you are finished with a section, you may ask yourself: "Now what do I know? What is useful here? How am I different? Am I better prepared to help my child with her reading? Did this book offer helpful resources for parents?" And even though you may not ask questions and summarize consciously, as an efficient reader you perform those functions.

That's what effective reading is — a thinking process that starts with interest and purpose, works to build meaning, and changes the individual's mind or feelings. That's the long range sense of reading you want to communicate to your child.

The mature reader has already mastered the complex process of reading. He understands that reading is a search for meaning, and that the main purpose of reading is to get or build a message. Because the skills of reading have become second nature to the experienced reader, it's sometimes difficult to step back and figure out what it takes for a young person to learn how to deal with the printed page and how to construct a message in the mind. We will discuss some of the things a reader's mind can do as it builds meaning.

To start with, it's very helpful for you and your child to start from the idea that the reader and the writer are engaged in a kind of conversation. Although it's not the same as a face-to-face talk, both the reader and the writer bring ideas to their "meeting" that are very important. The writer starts the process by posing the topic and generating a certain direction of thought. However, the reader will be able to make sense of the message only if he also brings background and thoughts to the message. If the writer and reader don't share enough mutual ideas, there is no communication. In the end, it will be the reader who constructs meaning based on his interaction with the writer. With that in mind, let's find ways for you to help your child engage in this complex interaction.

Are there clues that can help my child get meaning from what he reads?

Before, during, and after reading

When people make love, they don't stop to think about the stages of lovemaking. It all blends together in one continuous experience. It's only when psychologists step back to analyze the experience that they break it up into foreplay, intercourse, and afterglow. In order to talk about lovemaking and to make it more understandable, they label different aspects of what is, in fact, an integrated experience. A similar thing happens in discussing reading.

To make reading more explainable, we talk about before, during, and after reading, even though the act of reading is an integrated experience. By looking at different aspects of reading, we hope to improve its teaching and learning. The outline and explanations that follow remind us of the important aspects of reading as a meaning-building process. They help us focus on skills and strategies that make us more effective. But we certainly don't want to make the mistake of confusing some of these skills and strategies with the total act of reading.

You may feel that this discussion is more for psy-

READING: BUILDING MEANING

BEFORE READING
- Find mutual ground with the author
- Search background for ideas/vocabulary
- Set a purpose

DURING READING
- Ask questions
- Monitor understanding
- Adjust thinking

AFTER READING
- Summarize ideas
- Apply the experience

chologists than it is for parents. You may want to get to the practical stuff that will make your child a better reader. We will do that shortly, but this overview of the reading process helps you establish a valuable perspective: *the reader builds meaning.* The reader doesn't soak up meaning. The reader must act vigorously to construct a meaning from the text he is reading. All the other things that you do to help your child have the purpose of helping him work with the printed page in order to build meaning. Unless that focus on constructing meaning is maintained, the other activities may become distractions instead of aids. So let's review briefly the headings that appear in the outline.

Before reading

Think of this as a warm up period, a time of mental preparation. Just as the athlete stretches to get ready for a game, so a reader looks at a book or chapter, asks himself what he knows and whether he and the author are on the same wavelength. You can help your child approach a new article by suggesting he flip through the pages to see what ideas pop up; to see if the vocabulary seems familiar; to make associations with past experiences; to try to stimulate questions that he wants to be answering. That kind of preparation may lead to a sense of purpose for reading the article. It is quite helpful, then, for you to ask: "What would you like to get out of this article?" "What purpose can you set for yourself?"

Don't be afraid to spend time discussing your child's preliminary ideas or some vocabulary that bothers him. Recent research has reinforced the value of these stretching exercises, this time to focus on the type of selection, on the vocabulary, on the reasons for reading. And by taking time to preview the selection, you emphasize the importance of reading as an exercise in building meaning.

During reading

In the past we may have thought of reading as a passive activity. One boy told us that when he reads, his "brain soaks up the page." Now we know that the good reader actively pursues reading. He wrestles the ideas to the ground and struggles to make them manageable. You can help your child during reading by reminding him to keep searching for answers to his early questions and to his purpose. "Are you finding your answers? Are you making sense of this article?" If he is not making sense, ask him what he needs to do to get on track. Should he look ahead to make better predictions? Should he review what he's already read with a different purpose? Would it help if he looked up a couple of key words (or discussed them with you)? By asking those questions, you remind your child that a good reader is flexible and is always thinking. It is quite appropriate to change perspectives and to rethink the ideas in his active struggle to build meaning.

After reading

At the end of the day some people take a moment to ask themselves: "What does this day mean to me? What value does it have?" After cleaning the house or finishing a project at work, don't you step back for a moment to relish the way it looks or to think what the project means for your company or for you? Reading is like that, too. When your child comes to the end of the page or chapter or book, you want him to admire what he's done and to see where the ideas will help him. You can aid that process by asking questions like:

- ***Did you like this story?***
- ***What seemed most important to you?***
- ***Is this story like any other story you have read?***
- ***Are there some parts that you want to share with me?***
- ***How can you use these ideas (experiences)?***

Through this kind of follow-up discussion, you encourage your child to consolidate his reading experience and to put some finishing touches on the meaning he has built.

Skills and meaning

The most important thing you can do to help your child is to keep him focused on meaning. It's like keeping your mind set on winning the game in sports. In the middle of a basketball game, you don't distract yourself by wondering if you are dribbling the ball correctly. Instead, you work intensely to win the game. During practice sessions you can ask yourself what you have to do to improve your dribbling or passing or foul shooting.

So, too, in reading you want to keep pursuing the meaning: "Does this make sense to me? What can I do to get it to make sense to me?"

Just as a basketball player has to have skills in order to win the game, a reader has to have skills in order to make sense of the printed page. You should assume that those skills are taught in school and are practiced there. They are of course practiced whenever one reads. But you may want to help your son or daughter with some of the more important skills when questions arise as you are reading together. Those important skills are *decoding, seeing relationships*, and *evaluating*.

Decoding

Decoding (phonics) is an obvious and a basic skill for reading. After all, the alphabet is a print code for speech sounds—though not a perfect one. In your role as a gentle tutor, you can be most effective by keeping the big picture. If your child stumbles over a word or asks for help in pronouncing it, use the following pattern of questions to help:

- ***What word makes sense there?***
- ***What word begins with the same sound as the one in the book?***
- ***Do you see any phonics patterns (spelling patterns) in the word that could help you in getting the word? That means, can you sound it out?***

If you keep asking that series of questions, you help your child approach a decoding problem with the idea that its purpose is to make sense. And if he still doesn't come up with the correct word, tell him what it is and move on. If you notice that the decoding problems are numerous, alert your child's teacher. All it takes is a note or a quick telephone call. Maybe the teacher will ask you to help your child with some material that she sends home for practice. There are some practice activities later in this book that may serve you and your child, also.

Seeing relationships

Another major reading skill that aids comprehension is that of making connections among ideas, of seeing relationships. It is this skill that enables a person to draw conclusions, make comparisons, and find a generalization about a series of events or ideas. A person displays this skill in responding to questions, such as:

- *What is this all about? (What is the theme?)*
- *Is this story like any other story you have read?*
- *After reading that article, what conclusions do you draw?*
- *What is the main argument she is using?*
- *What do you think the main character will do next?*

You should assume, of course, that the teacher in school is working regularly on developing the skill of seeing relationships. You can promote the use of that skill through the kinds of questions that you ask your child. Seeing relationships may take much time and practice for a child to achieve. Give him a chance to develop this thinking skill. Once again, if you are concerned that your child does not know how to discuss questions like those listed above, draw the teacher's attention to his need. She may set up a practice program in which you can be of assistance.

Later in this book there are practice exercises that work on relationship skills.

Evaluating

"Is that movie any good? Would you recommend that book? Why are you going to vote for that person?"

We respond to evaluation questions all the time. It is a natural part of our interaction with others to make judgments and to reflect positive and negative reactions to events in the world around us. We call that kind of thinking *critical thinking.*

As our children read, we want them to act like critical thinkers. They are accustomed to critical thinking in many aspects of their lives, and we want them to learn to think critically about their reading. Most children have heard their parents encourage them to watch some television programs and not to watch others. "Why don't you watch this *National Geographic* program on endangered animals. It will make us aware of how we can preserve nature." "That television show has too much violence in it. I do not want you to watch it." Behind our recommendations are judgments: preserving nature is good (OK to watch); excessive violence corrupts the mind (do not watch).

In our discussions over books and articles, then, we can prompt critical thinking (evaluation) by asking questions like these:

- *How is that information useful?*
- *Why did you like (not like) that part of the story?*
- *How could you change the story to get this character to act in an ethical way?*
- *Who else should read this? Why?*

Parent action

As you can see, the important skills listed above are not deep secrets hidden from everyone except the high priest of education. But for your child to use these skills easily and regularly, he has to have a lot of practice, as he would for any athletic skill. Though skills are taught in school, your child may not have sufficient practice opportunities there to make them second nature. That's where you can help. Keep your child reading for meaning, and guide his thinking by asking the kinds of questions that we have just discussed--not as a test, but as a way of learning and discussing things that interest you.

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Interchange

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A comprehension technique to use with beginning readers

Fearing that they may produce word-by-word readers with poor comprehension skills, teachers are reluctant to commit themselves to any method of teaching beginning reading that has a heavy emphasis on phonic or linguistic decoding skills. Word-by-word readers supposedly do nothing but decode words; they fail to use punctuation signals and understand little or nothing of the material so read. Because initial efforts at decoding are usually slow and laborious, teachers of beginning reading need a simple, effective technique for helping beginning readers understand short passages while allowing them to expend as much mental energy as needed on decoding. The technique that I propose for use with beginning readers is quite simple: When the reader has finished laboriously decoding a sentence, the teacher simply reads it back to the child with normal intonation and at a normal rate of speed. This will provide the child a brief rest, an oral model for future reading, and a focus for the purpose of the reading. In a one-to-one situation, the teacher can point to the words while reading them. After reading a sentence or paragraph back to the child, the teacher is then free (and able) to concentrate wholly on comprehension tasks. By reading the selection back to the child, the teacher is able to separate the two major tasks of reading: decoding and comprehension. Children relieved of the burden of trying to do both at the same time are able to put all of their energies into decoding for a time, and then all of their energies into comprehension. The reading process then makes sense because the same materials are immediately used for comprehension that were just used for decoding.

Bear in mind that this procedure is usually only needed for three or four months or less until the child is a fluent decoder. Once decoding has become automatic, the child has energy left over for processes other than decoding.

The teacher benefits as much as the child from this technique. Continually linking the child's decoding efforts to comprehension, the teacher is able to banish the dread spectre of the "word-by-word" reader and get on with the business of teaching both decoding and comprehension skills right from the beginning. Moreover, parents, aides and volunteers can easily use the technique.

A child taught to read with the assistance of this technique will benefit from the strength in word attack skills learned from a phonic or linguistic approach and from the emphasis on comprehending what is read.

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The Directed Spelling Thinking Activity

I have used a technique to help students understand and improve their spelling that includes some of the components of the Directed Reading Thinking Activity (proposed by Russell G. Stauffer in *The Language Experience Approach*, Harper and Row, 1970). The Directed Spelling Thinking Activity (DSTA) assists students in figuring out the spelling and meaning of words they do not know. In this small group activity (8-12 students), the teacher chooses a significant word from material students will be reading. The teacher asks students to predict the spelling and meaning of the word by using their knowledge of word origins, word meanings, and spelling patterns.

Step 1: The teacher pronounces a word (presumably unknown to most of the group; precocious students should be asked to refrain from commenting) and asks students to predict how to spell it. The teacher writes each prediction, whether correct or incorrect, on the blackboard.

Step 2: The teacher asks the students to think of other words having the same root or origin, prefixes, and suffixes as the word they are trying to spell and writes them on the blackboard.

Step 3: The teacher asks the students to compare the meanings of the words obtained from Step 2 for a clue to the meaning of the new word. Students then predict the meaning of the new word.

Step 4: The teacher either asks the students to find the word in the dictionary or writes the correct spelling on the blackboard, and then asks students which prediction is closest to the correct spelling.

Step 5: The students read the definition from the dictionary. The teacher then asks students if they recognize how the similar words from Step 2 relate to the meaning of the new word and which prediction of meaning is best and why. (The teacher may simply define the word orally, omitting the dictionary work.)

The DSTA encourages students to think divergently as they predict, explore, and prove the spelling of an unknown word. Students actively participate throughout the entire process. Since none of the students knows the correct spelling or meaning, the DSTA eliminates the fear of giving the wrong answer. When students decide which prediction is best, they are rejecting inaccurate predictions, not someone's inaccurate answer.

The activity can give impetus for word study in language arts classes. Teachers of science, math, social studies, and health may choose significant words for the

DSTA to aid students' comprehension of subject matter as well as to teach spelling.

As students apply their knowledge of word meanings, word origins, and spelling patterns, they better understand the spelling of words; with this awareness, they become better spellers.

Elizabeth L. Fontaine, University of Virginia, Charlottesville, Virginia

Marathon reading

To reduce the ratio of time our K-6 students spent watching television as compared with leisure reading, the reading committee at our school instituted a voluntary Reading Marathon. We now hold Marathons, each lasting about 2½ months, three times a year.

In the marathon, children work to pass "hurdles" consisting of a certain number of books of the child's choice which must be read at home. Parents verify that children have read the books by initialing the books the children list. In addition, children must complete a packet of reading skill work prepared by reading teachers for each hurdle. The skill packets take about two hours for the average child to do and are on the child's independent reading level. The packets include such activities as making a puppet of a favorite character or reading a story to a younger child.

Students proceed to the next hurdle only after completing the previous one.

Prereaders in kindergarten and first grade participate in the Marathon by having parents read books to them. It is at this level that the greatest number of children participate.

Children are required to read fewer books to pass a hurdle in the upper grades than in the lower grades because upper grade books are longer. Kindergarten through second graders read six books for a bronze medal, seven for silver, and eight for gold. Grade three requires five, six, and seven; grades four through six require two, three, and four.

Students take great pride in the awards they receive and their parents are enthusiastic and supportive. We are confident that these activities have improved students' reading skills and have instilled reading as a leisure activity in the lives of many of our students.

Peg Mohar, Fernway Park School, Orland Park, Illinois

The magic basket

This creative drama activity can spark your youngsters' imaginations, develop their powers of concentration, give them practice in communicating and strengthen their visual discrimination—all skills helpful for reading.

Players sit in a circle. Choose one player to be IT, the leader of the game. IT has a basket that appears to be empty. In fact, though, the basket is a "magic basket" holding anything IT chooses. IT reaches into the basket and pulls out an imaginary object such as a puppy, toothbrush, or bicycle, and pantomimes using it.

When IT has completed the pantomime, players may guess, one at a time, what the object is. If no one is able to guess, encourage IT to try again. If players are still unable to guess, ask IT to repeat the pantomime explaining the action verbally.

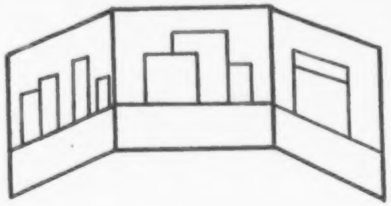
After the object has been guessed or explained, student may wish to "pass" the object around the circle. The object is then returned to the basket and another player can be IT. As a followup activity, players may draw their objects. They can write descriptive paragraphs, read the paragraphs to each other, and display them on a bulletin board.

Another possibility is to have children write a fanciful story about the day they took, for example, a piece of bubble gum from the magic basket. What unusual things happened? Where did they go? What happened next? You may even want to develop a class book of magic basket stories for the children to enjoy.

Carol Ann Piggins, Racine, Wisconsin

Diagnostic Activity Packages

To organize, guide, motivate, drill, and keep track of students, I use a mini-center package called a Diagnostic Activity Package (DAP). Construct a DAP from three pocketed panels of brightly colored poster board. Panel one is for directions and assignments which have been written on long, skinny, book mark type tickets. Panel two contains activity sheets and folders with specific directions for using task cards. Panel three is for record keeping. A chart of the activities with columns for names, dates, comments, and student or teacher initials is included. The DAP folds flat for easy storage.



One popular DAP is the Map DAP. Obtain a highway map for your state or province and make:

A game board—Draw a path around the margin of the map. The path consists of frames or squares to count moves. In each square write directions such as "Go jump in the Atlantic Ocean and lose two turns" or "Find the capital and move one extra square." Dice can be made from kitchen sponges cut into cubes with dots marked on them with a felt tipped pen. When it's not in use, roll the game board up and store in a roller from a used roll of kitchen wrap.

A learning package—Make a set of task cards on small cards giving directions to find locations, determine distance between cities, list counties through which a river flows. Place these cards and the map in a pocket folder along with a record keeping sheet for date, grade, and instructor initials. Put pictures of events, agricultural activity, or industry in the pocket folder for students to match to locations in the state/province.

A talking/travel tour—Tape record a student describing sites, scenes, and events along a given route. Mount the map, marked with numbers, letters or colors for coding, on an easel. A student can listen to the tape and follow the route visually.

A classification activity—Design a large chart indicating categories—bodies of water, major highways, parks, cities—along a vertical line. At the top of each column, write the names of the student who completes the column. The goal is to complete the column by cutting the names or locations out of a map and taping or gluing them in the proper column.

DAPs can be adapted to any subject matter and any level, and the concept can be incorporated effectively into methods and materials courses for college students.

For further information about the DAP concept, send a self-addressed, stamped envelope to Barbara Ashley or Jim Hockman at the #1 Teacher Center, Richland County Schools, 2600 Barnhamville Road, Columbia, South Carolina 29206, USA.

Barbara Y. Ashley, Columbia, South Carolina

Getting parents to come to school

To get my elementary reading students enthusiastic about involving their parents in school activities, I created a Superstar Bulletin Board. The students knew that on Parent Day I would photograph the activities and that pictures of parent and child working together would receive a place of honor on the Superstar Board.

I covered a large bulletin board with dark blue paper and cut out yellow letters for the word "Superstars" to place in the center of the board. Next, I placed stars in a variety of shapes, sizes, and colors all over the board.

We then planned the "Superstar Day." We sent out invitations to all the parents, stating the time when each child was in class so the parents would be able to work with their children. We planned a variety of activities so that parents would be able to get an overall picture of what we did and the materials we used in class.

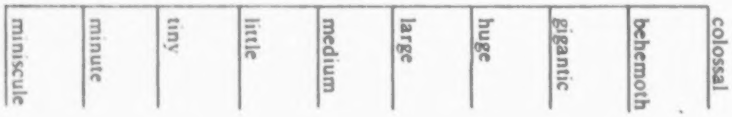
Wanting to be a part of the new bulletin board, the children campaigned very hard to get their parents to come to Superstar Day. We had many more parents attend than even I had hoped for.

Sue Ann Jones, Chesterfield, Missouri

Word lines: An approach to vocabulary development

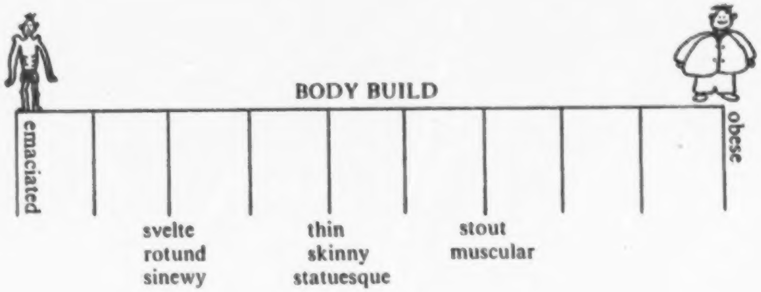
As number lines are used to show the relationships among numbers, so word lines are used to show relationships among words and to develop vocabulary knowledge. The word line depicts the relationships of words in a single category, such as size, on a graduated line. The approach teaches vocabulary directly, categorizes and classifies, and uses concrete illustrations or representations.

SIZE



Word lines can be developed in the primary years, then continued and expanded into the secondary and post-secondary years. At the secondary level, word lines may be called word continuums. A word line may contain as few as three words or as many as 30. However, 10 to 15 words are preferable for instruction or assignments.

The exercises may be designed in a number of ways depending upon the ability and grade of the group and the type of assignment. At the primary level, construct the word line with pictures and words for the children to match, or present the word line alone and have children supply the pictures from other sources. Construct the word line with pictures or words at the extremes and ask the children to supply the words to fill in the blanks.

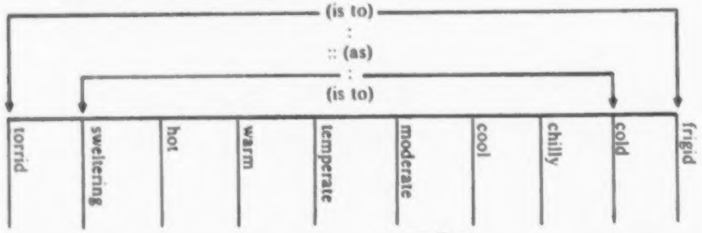


For more advanced students, provide only the selected words and direct the students to arrange them. Some students may only need a category to develop their own word lines. Develop follow-up activities for assessment and maintenance.

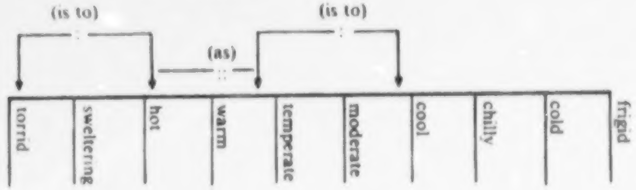
The word line can concretely illustrate one of the higher forms of cognitive ability—the analogy. A typical word line demonstrates at least three types of word analogies or relationships—the antonym analogy, the synonym analogy, and the degree analogy. Develop these with the children at first; later ask them to write analogies using their own word lines. For example:

TEMPERATURE

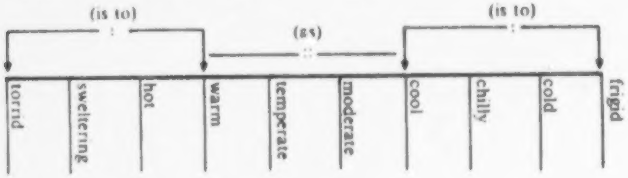
(1) Antonym analogy
torrid : frigid :: sweltering : cold
torrid is to frigid as sweltering is to cold



(2) Synonym analogy
torrid is to hot as warm is to moderate
torrid : hot :: warm : moderate



(3) Degree analogy
torrid is to warm as frigid is to cool
torrid : warm :: frigid : cool



Such activities as those depicted above clearly develop such concepts as opposite, synonym, and degree as well as analogous thinking and vocabulary.
Donald B. Hofler, Loyola College, Baltimore, Maryland

Word games for fun and learning

Word games can provide a good way for children to learn about language and words and have fun at the same time. By modifying the rules slightly, Hangman can become a good exercise in word deduction.

According to the traditional rules, one child chooses a word for another child to guess, then draws a row of blank lines, one line for each letter in the word. The child who is supposed to guess the word guesses one letter at a time. If the letter is in the word, it is written in the appropriate blank. If it is not in the word, a part is drawn on the body of a stick figure. If the child guesses all of the correct letters before the stick figure is completed, s/he wins the game.

With my revised rules, the leader has to state how many syllables the word has, thus indicating how many vowels or vowel sounds it has. S/he must also indicate a category for the word, such as animals or sports.

All of the vowels must be filled in first. The children soon learn that "e" is the most frequently used letter in English. After finding all the vowels, children are directed to look for the most frequently used consonants: t, r, s, l.

As they play, children discover common letter patterns, prefixes and suffixes. They also learn, for example, not to quess "q" if no "u" was filled in during the vowel search and that "z" and "x" are usually poor choices.

Children enjoy the game so much that they rarely notice how much they're learning as they play.
Joan Mary Macey, Binghamton City School District, Binghamton, New York

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Excerpts from the

KENTUCKY RESOURCE GUIDE FOR CHAPTER 1 TEACHERS

Kentucky State Dept. of Education, Frankfort. Div. of Compensatory Education.

Published 1987

DOCUMENT RESUME

ED 318 811 UD 027 377

TITLE	Kentucky Resource Guide for Chapter 1 Teachers.
INSTITUTION	Kentucky State Dept. of Education, Frankfort. Div. of Compensatory Education.
PUB DATE	Aug 87
NOTE	197p.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC08 Plus Postage.
DESCRIPTORS	*Bulletin Boards; *Classroom Techniques; Compensatory Education; *Discipline; Mathematics Instruction; *Parent Participation; Program Effectiveness; Reading Instruction; *Remedial Instruction; Resource Materials; State Programs; Teaching Guides
IDENTIFIERS	*Education Consolidation Improvement Act Chapter 1; *Kentucky

ABSTRACT

This instructional resource guide has been developed to assist Kentucky teachers in compensatory education programs funded under Chapter 1 of the Education Consolidation and Improvement Act. Over 100 suggested classroom activities, games, and bulletin boards are grouped under the following topics: (1) effective instruction for Chapter 1 students; (2) reading instruction; (3) mathematics instruction; (4) classroom management; (5) parent involvement; and (6) attributes of successful Chapter 1 programs. The latest research on each topic is highlighted and related to the classroom activities, which were contributed or developed by practicing Kentucky and West Virginia Chapter 1 teachers and Kentucky Department of Education staff. Each activity is referenced to the "Kentucky Essential Skills." While designed specifically for a remedial setting, these ideas and activities can be adopted in any classroom at any level. An index to instructional activities, coded by grade level, is appended. (FMW)

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While the "Never, Evers" give the inference as to what teachers should do in communicating with parents, it is important that what is asked of parents is not intimidating or burdensome. As parents are involved in giving instructional assistance to their children, the task should be purposeful, enjoyable and to the extent possible related to the everyday life of the family. Rather than making the home an extension of the school, the goal is to provide suggestions and support as to ways the parents can make learning fun and make it a part of the natural flow of living.

When discussing the ways to reinforce the child's classroom instruction give parents specific examples of activities that can become a part of everyday family life. Explain to the parents the purpose of each activity and the ways they can best carry out these activities. If necessary, provide a training and demonstration session for the parents.

There are many ways reading and math activities can be blended into the regular family routine. Parents can be given the following suggestions:

- Talk with your child and listen to their response. When talking with your child, look for opportunities to provide positive reinforcement to their statements and expand their comments by adding specific information. For example, when the child says, "Look at the dog." the parent replies, "Yes, that is a black Labrador Retriever."

- Raise questions as you go about daily life. Such as, "Which of these products would be the better buy?" (math) or "Does that newspaper headlines seem believable to you?" (reading).

- Many daily life activities provide opportunities for learning. For example, preparing a recipe provides both reading and math activities. Watching TV not only gives the possibility of time computation (How long before your favorite program comes on?) and reading a TV schedule, but also the richer experience of discussing a TV show viewed together or looking for addition information about the show topic in books.

- Be a role model for using reading and math in your daily routines. For math, talk out loud as you estimate the quantity and cost of the food you need to purchase or measure the distance of the drive from home to the store. To model reading, have reading materials at home such as newspapers, magazines or books. Many of these can be obtained through the local library.

Students improve their reading by reading. Just as reading is part of the school day it should be a regular part of the home life. Parents should be encouraged to read with children of all ages regularly and often and to discuss what was read. Families can even set aside a 15 minute silent reading period in the home each evening when the tv, radios and stereo are turned off. Specific suggestions which parents can use while reading with their child(ren) are listed below:

When reading aloud together...

- Let your child select the book you will read.

- Tell your child any "hard words" which your child does not know while s/he is reading aloud.

- Discuss the story as you read together. Relate the episodes to real life events whenever possible.

- Discuss the story's illustrations and how they related to the story.

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- Make predictions, such as "What do you think will happen next?", "What ending would you write for this story?" before you know how the story ends.
- As you read together, take the parts of different characters and "act out" the story as you read.
- Sit close together and share the book as you read, regardless of whether the parent or child is the reader.
- At the end of the story, see how many details of the story each of you can recall.

Alternate reading can be fun . . .

- Read alternate pages aloud -- first the parent, then the child. You may want to alternate read chapters.
- Alternate silent and oral reading. After reading silently, discuss what is happening in the story.
- Alternate who gets to choose the story or book to read. This way the parent can introduce the child to new stories or interests.

Try assisted reading . . .

- This is a reading-in-unison procedure which can be helpful during the initial stages of learning to read or with students who have marked difficulty with their reading.
- The parent can read the sentence(s) first, and then the child reads the same sentence(s).
- The parent reads aloud, stopping at a highly predictable word or phrase; the child supplies the appropriate word(s).
- The parent and child read in unison with the adult fading out as the child gains confidence and getting louder when the child becomes unsure of her/himself.

Additional activities which teachers can suggest for parents to do at home can be found in the reading and math instructional ideas. Some of the instructional ideas specifically mention parent participation in the "EXPAND" section. Other instructional ideas can be adopted for appropriate parent use. Involving parents does take a conscious effort but when teachers and parents work together as allies and share the responsibility they are able to more effectively attain their common goal of student success with greater ease.

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Sharing literacy: Guiding principles and practices for parent involvement

The authors offer 8 principles of parent/child literacy activities plus methods through which teachers might communicate them to parents.

Timothy V. Rasinski
Anthony D. Fredericks

Without question, parents play a critical role in the literacy development of their children. In *Becoming a Nation of Readers*, the Commission on Reading (1985) concluded that "Parents play roles of inestimable importance in laying the foundation for learning to read," and "Parents have an obligation to support their children's continued growth as readers" (p. 53).

Yet, given this charge, even highly motivated parents may feel overloaded with the variety of literacy activities from which they can choose. These range from "reading skill" books found in grocery and discount stores to "how to teach your child to read" manuals.

Realizing that in many cases the time they can spend with their children in literacy activities is limited, parents need to consider activities that have the highest value.

Numerous activities have been recommended, many of which appear to produce positive results. Highly regarded ones include parental modeling of literate behavior (Goldfield and Snow, 1984), reading aloud (Trelease, 1985), scribbling/drawing/writing (DeFord, 1980), providing interesting experiences and talking about them (Durkin, 1977), storytelling (Baker and Greene, 1977; Nessel, 1985), and reading predictable literature (Bridge, 1986; Gross, 1986; Rhodes, 1986).

Given the great success of these activities, and the need for educators to provide information to parents wishing to help their children learn to read and write, three questions seem worthy of consideration: What makes these activities successful? Are there any observable patterns in these activities? How can the value of these activities best be communicated to parents?

The significance of asking such questions is that a set of principles and practices may be used as guidelines in the development of effective parent-child literacy programs.

Principles of parent involvement

Our work has brought us into contact with a wide variety of parent-child literacy activities. Some of these have been unequivocally successful. Others have not. From our observations we will identify and describe a set of tentative principles upon which the success of parent-child literacy efforts appears to hinge.

This set of principles is aimed at those parents who wish to work with their children but who are overwhelmed by the kinds of activities suggested or are unsure if their current activities are effective and productive.

(1) **Regular daily time.** One precious gift parents can give their children is time. Moreover, time is most effectively used when it is provided regularly.

As little as 20 minutes of child-parent reading interaction each evening can help children begin a lifelong reading habit (Vukelich, 1984). The value of daily activities such as read-aloud is significant. Nightly bedtime stories are an excellent example of how parents naturally use this principle. The effectiveness of read-aloud diminishes when parents read to their children sporadically or infrequently.

(2) **Purpose and motive.** Reading activities for children and parents must be purposeful; the reasons for an activity should relate directly to the child's immediate life and interests (Bullock, 1975; Fredericks and Taylor, 1985). Often children fail to see the relevance of activities such as workbook exercises that divide tasks into small and unusually abstract units. Real stories, on the other hand, are an intrinsic motivator–children love to read and be read good stories.

Other activities that parents and children participate in can indirectly, yet effectively, relate to reading. A parent and child building a toy model together, for example, share a real purpose for reading the assembly directions. Cooking is a great example of a reading activity with a purpose. As the parent and child prepare the recipe, the child learns to read the cookbook, use vocabulary, and develop concepts related to measurement.

(3) **Real literacy activities.** Associated with real purpose is the notion of real reading and writing. Tasks that children are asked to participate in should reflect real literacy in form as well as function (Butler and Clay, 1979; Smith, 1977). Parents and children should read real books and write real stories.

Parents are often confronted with literacy activities that are so oriented to specific and often abstract skills that children fail to recognize that what they are doing has any relation to reading. Working on figure-ground relationships or letter forms in isolation in reading workbooks, for example, may confuse some children.

A more positive approach to dealing with such issues is for parents and children to look at and talk about the relationship found in storybook pictures, or to study letter forms in alphabet books, or to collaborate on an alphabet book of their own.

(4) **Internal interest.** Parent-child activities should be directed toward the child's interests. Too often, literacy activities have external motivators. Tokens, prizes, or awards given after certain tasks are accomplished, and graphing results of mastery tests are examples of the externalized motivators sometimes suggested to parents. Yet, a major goal of parent-child literacy activities should be the develop-

ment of lifelong, avid readers (Ervin, 1984).

For avid readers, the motivation is the text itself—either the text presents a good story or it presents interesting or important information. Thus, the activities that parents and children are involved in must appeal to their interests. If the child enjoys animal stories, then a trip to the library to pick up books about animals would be appropriate. If the child likes to play sports, collect stamps, or look at the stars, then the parent-child literacy activity should capitalize on those interests.

(5) **Tolerance and patience.** Growth in reading and writing is not always as fast as one may wish. The best parent-child interactions require patience on the part of parents. Parents need to allow their children to move at their own pace. Patience and tolerance are vital components of effective parenthood.

It is important to realize that growth ebbs, flows, and plateaus and that parents should be prepared to allow their children to consolidate the gains made in literacy before moving on. Elkind (1981) and Uphoff and Gilmore (1986) argue that a "hurried childhood," caused largely by parents impatient with their children's intellectual development, often results in serious and unexpected problems for children.

(6) **Support and encouragement.** Regardless of how easy an activity may appear to an adult, it may overwhelm a child. The very best parent-child activities are those that allow parents to support their children's endeavors. Parents need to make reading easy (Smith, 1973). Parents can offer support by providing sufficient background for activities, giving elaborated explanations, answering questions, and sharing examples. In a sense, they act as a scaffold to support their children's language/literacy growth (Thomas, 1985).

Support also means providing enough help so that children feel successful in the activity—in other words, offering encouragement. This means that children understand that risking an answer, even if wrong, is better than not attempting any response. Children need to realize that they are in a safe environment, free from ridicule and constant evaluation. Love of literacy is promoted when children are encouraged and helped to overcome seemingly formidable obstacles.

(7) **Informality.** Spontaneity is a prime consideration for parents as they work with their children. Elaborate planning or difficult and cumbersome equipment may formalize too many activities. Opportunities to become involved in literacy abound within the everyday, informal family context (Butler and Clay, 1979).

Informal activities create an environment that encourages children to take risks and to be creative. For example, when parents and children lie on the floor to read the comic section of the newspaper, the children soon realize that the purpose of the activity is enjoyment. As a result, learning and reading become natural and pleasurable pursuits.

(8) **Interaction.** Parents and children should share in the responsibility for learning to read and write (DeFord and Rasinski, 1986). Parents should encourage their children to ask questions and to answer them, to be the leader at times, and to engage in give-and-take dialogues.

By allowing children to respond in these ways parents can assist their youngsters throughout any learning activity. Moreover, greater interaction tends to reduce the formality of a task. Children are usually more comfortable working on a problem together with a parent than attempting it alone.

One example of interaction occurs in an activity often thought of as undirectional: read-aloud. At various times in a read-aloud session parents can encourage their youngster to ask questions about what was read or to make predictions about what is to come in the story. Parents can respond to their children's questions and predictions, and share their own, thus demonstrating the hypothesizing process that characterizes fluent reading (Rumelhart, 1985).

What the school can do

Teachers often find themselves in the position of recommending literacy activities. It is critical that teachers recommend activities that offer longterm learning and enjoyment for both parents and children. Unless parents perceive a recommended activity as profitable for themselves and their children, the activity will likely be dropped after the first attempt.

We have grouped the designated principles into communication modes deemed most effective in transmitting information between school and home (Vukelich, 1984). Thus, this article presents not only criteria for effective parent efforts but also the most profitable means for sharing this information with those parents who wish to work with their children in a productive atmosphere of respect and encouragement.

- *Use school and community media.* The usual booklets, brochures, newsletters, pamphlets, and handbooks (Vukelich, 1984) still provide a handy way to disseminate data to parents in a format that can be referred to again and again. When the material is short and to the point, it will be readily digested by the intended audience. Dissemination through community organs (newspapers, flyers, etc.) also gives credibility to the value of parent participation in the development of lifelong readers.

Three of our principles of parent participation—regular daily time, tolerance and patience, and interactions—are highly suited for transmission through print.

- *Allow school visits.* Many schools hold regular formal gatherings for parents, and the school should not overlook the value of informal visits by parents, too. Besides offering parents a relaxed introduction and overview of the school's mission, they provide opportunity for parents to see how adults and youngsters can interact in rewarding situations. In other words, teachers can serve as effective models of how to guide some literacy activities. As parents observe and talk with teachers during informal school visits, 2 of the principles can be shared easily—providing purpose and motive, and appealing to the child's interests.

- *Offer courses and workshops.* Long a stalwart of effective parent involvement efforts, courses and workshops let families engage in hands-on activities that can be shared at home. Constructing games and materials, sharing storytelling techniques, outlining the reading process, and establishing reading clubs have all been effective (Vukelich, 1984). Above all, workshops provide parents with an opportunity to observe, firsthand, the practicality and motivation required in parent-child interactions. These allow indepth consideration of the more complex and abstract parent principles—real literacy activities, support and encouragement, and informality.

Conclusions

What we advocate in these 8 principles is a framework on which successful parent/child activities can be considered and ways to communicate that information with parents. We believe that parent involvement efforts can embody these principles, since most literacy activities can be shaped to any family's circumstances. Read-aloud, scribbling and writing, storytelling, and rich literate environments, for example, are generic experiences which informed parents can mold to meet the needs and interests of their children, particularly when educators take the time to share them in an atmosphere of support and trust.

With so many specific activities before them, how can teachers know which are the very best to recommend to parents? We see in this set of principles a yardstick with which teachers can gauge the effect of the various activities that they may wish to recommend to parents, and a starting point for dissemination. These principles should help teachers share activities that have the greatest potential for learning, enjoyment, and continuing involvement. Indeed, it is part of the schools' responsibility to help inform parents about desirable literacy activities for their children.

Rasinski teaches courses in reading education at the University of Georgia in Athens. Fredericks also teaches courses [illegible] reading education at York College, [illegible]k, Pennsylvania.

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INDIANA UNIVERSITY LIBRARY

Strategies for Involving Parents in Their Children's Education

by
Linda T. Jones

Library of Congress Catalog Card Number 91-60204
ISBN 0-87367-315-8
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This fastback is sponsored by the University of Colorado Chapter of Phi Delta Kappa, which made a generous contribution toward publication costs.

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Introduction

Research strongly supports parent involvement in schools. When parents are meaningfully involved in their children's education, children achieve at a higher level and have more positive attitudes toward school. While all children benefit, children from low-income and minority families have the most to gain when schools involve parents.

Understanding and respecting the diversity of families is essential when developing programs to strengthen the bond between the school and families. Meaningful parent involvement is achieved only when the school creates an environment that makes parents feel welcome, reaches out to parents in new ways and connects them to needed resources, and provides numerous opportunities for participation.

What makes a parent-involvement program successful is educators and parents working together in a spirit of mutual cooperation for the benefit of children. The close home-school relationship can be one of the most positive and enduring influences in the lives of children. Involving parents early – and continuing that involvement throughout the school-age years – in the education of their children at home and at school is one of the most challenging tasks educators face; but it holds the greatest potential for significantly increasing children's social, affective, and academic growth and achievement.

This fastback presents an overview of programs and practices that schools can use for involving parents in the education of their chil-

Starting Early

Parents educate their children from the moment of birth. The East Otero School District in La Junta, Colorado, acknowledges that a child's first and best teachers are parents who support and encourage learning from the start. To begin the lifelong process of learning, this school district presents to each new mother in the community a learning packet containing a "Learner's Permit" signed by the superintendent of schools, booklets containing ideas for stimulating learning, brochures on reading, and a book of nursery rhymes for reading aloud.

La Junta is one of a growing number of school districts whose interest in contacting parents early stems from the recognition that the early years are critical in providing the foundation for success in school and in life. Efforts to strengthen the home learning environment and to promote parent education are increasingly viewed as a way to reduce the rate of failure among children placed at risk as a result of poverty, language barriers, and lack of support. By acknowledging the learning environment of the home and developing strategies to build and extend family strengths, educators can begin to make a difference in children's learning.

Programs being developed across the country for parents of infants and preschoolers include information and classes on child development, how parents can encourage growth and learning, understanding and dealing with children's behavior, and community health are provided in a variety of ways: home visits, parent-support groups, classes and workshops, developmental child care, community aides, and referral networks to help parents locate and use special services.

In 1984 Missouri became the first state in the nation to require that all school districts provide parent-education and support services to families. A number of other states and local school districts have launched similar efforts modeled on the Missouri program. Based on Burton White's (1988) research at Harvard on the powerful influence of the first three years of life on learning, Missouri legislators authorized a Parents as Teachers (PAT) program in all school districts (Cohen 1990). This program provides the following services to families:

1. Information and guidance for expectant parents.
2. Parent education, including four home visits and four group meetings over an eight-month period for families with children from birth to age three. Districts must offer five contacts with three home visits to qualify for state funds. The state also provides funds for parent education for families with three- and four-year-olds, requiring a minimum of two contacts.
3. Annual screening for children from ages one to four to monitor language, motor, and physical development as well as hearing, sight, and general health.

PAT parent educators need not be certified teachers but must have experience working with families and have completed a training program. They serve as role models and coach parents in specific ways to foster growth and learning. They show parents how to observe their child's growth in the areas of language, cognitive, social-emotional, and motor development. They also assist parents in linking with health, social, or other special services the family may need. The program helps parents prepare their children for the transition to the school environment and helps the school in understanding the child and the home environment.

PAT is intended to serve all families. Thus poorer parents do not feel that they are being singled out. The program builds on family strengths and emphasizes parent empowerment. The program emphasizes language development and includes activities based on research in emergent literacy, such as reading aloud to children, having a variety of printed and writing materials in the home, and stimulating the child's interest in reading and writing. In particular, storybook reading is emphasized, since it has been shown to have such a strong effect on family interaction as well as on children's literacy.

Since 1965 Head Start has provided a model for involving parents and for supplementing instruction with social and health services. Head Start's Exploring Parenting program starts with the premise that parents are the first educators of their children and is designed to develop parenting skills and to bring parents into partnership with the sponsoring school or agency.

Recent research indicates that Head Start programs increase children's readiness for school, aid their social adjustment, and have long-term effects on their motivation to learn. However, researchers also found that when children entered school, the frequency of communication between parents and schools diminished. Regular contact between Head Start and schools would ease the transition to school as well as assist with curriculum planning and parent involvement. Senator Edward Kennedy has proposed that Head Start's comprehensive service model and parent-involvement component be extended into the early elementary school years for low-income children ages five to eight.

Even Start is a new federal education program that emphasizes teaching parents and children simultaneously. In 1989 approximately $14 million was spent on 76 demonstration project grants. Current plans call for expanding the program. At the same time that children, ages one to seven, are prepared for regular schooling, parents are taught parenting and literacy skills as well as instruction relevant to adult needs, such as applying for a job or improving skills in English

Family or "intergenerational" literacy programs are springing up across the country. These programs seek to improve the literacy environment of the home by increasing the literacy skills of the adults and children at the same time. While no single model of a family literacy program exists, they all share the belief that it is important for the parent or primary caregiver to place a high value on literacy and take an active role in the child's education. Another principle is that the more literate the parent or caregiver becomes, the more effective she or he will be in encouraging the child's development. Some programs specifically target parents without a high school diploma, while others focus on at-risk, poor, and minority children and their parents.

Studies in emergent literacy, early childhood education, and cognitive development all indicate the importance of parents in children's literacy development. As children's first teachers, they create the home environment, model positive attitudes toward education, and share literacy activities. But parents who have not attained adequate skills themselves may be unaware of the importance of reading to children or how to create a supportive home environment. While many parents want to help their children succeed in school, they may not have enough money to buy books or other educational materials; and reading and talking about books or ideas may not be a family habit. It is these parents who are most likely to benefit from family literacy programs.

The goal of family literacy programs is to enhance the lives of both parent and child by improving skills, attitudes, values, and behaviors linked to reading. These programs try to break the cycle of low literacy by focusing on the adult and child as partners in learning. Family literacy stresses reading as a social activity to be enjoyed. It sets a pattern for talking together about things and ideas and provides meaningful topics for parent-child conversation. Sharing books in families helps pave the way for school success. Parents who participate in family literacy programs develop self-esteem and gain confidence

Family literacy programs currently operate in day-care centers, libraries, adult education centers, community colleges, and public schools. As public schools extend their services to include preschool and before- and after-school care, these sites also could become family literacy centers.

The Kenan Family Literacy Project, which operates primarily in public elementary school sites in Kentucky and North Carolina, is another model of parental involvement designed to improve parents' basic skills as well as their children's learning skills. Launched in 1987 by Shirley Darling with support from the William R. Kenan Jr. Charitable Trust, the program is serving as a model for other programs being developed throughout the country.

Three days a week, parents and their three- or four-year-old children are picked up by a school bus and brought to the family literacy site. From 8:30 a.m. to 2:30 p.m., with breaks for a free breakfast and lunch, parents and children participate in a variety of learning activities. A typical schedule might have parents in basic skills and employment preparation classes while their children attend the preschool program from 8:30 to 11:00. From 11:00 until lunch time, parents join their children for parent-as-teacher learning activities, which are supervised by an early childhood specialist. Parents and children eat lunch together, after which the children return to their preschool activities with the parents working as school volunteers. This is followed by parents participating in large-group discussions centered on parenting skills until 2:30.

The program includes early childhood education based on the High/Scope Preschool Curriculum and an individualized adult education curriculum that might include basic literacy skills or working toward a GED high school equivalency diploma, and a parenting education component focusing on nurturing, child development, discipline, self-esteem, and pre-employment and job readiness skills. The Kenan model instills in adults positive attitudes about education, which

Because of the program's success, the Kenan Trust has allocated an additional $1 million to set up a National Center for Family Literacy (One Riverfront Plaza, Suite 608, Louisville, KY 40202). The center has begun to train staff from throughout the world in the principles of family literacy. It also has published *Family Literacy Model Program Guidebook* and a directory, *Funding Sources for Literacy Programs*.

First Teachers is a family literacy handbook published by the Barbara Bush Foundation for Family Literacy. It provides brief descriptions of 10 family literacy programs, including the Kenan Family Literacy Project. Supported by both public and private funds, these programs are diverse in both their approaches and the settings in which they have been implemented. For example, Kentucky's PACE (Parent and Child Education Program) provides parent literacy training, preparation for the GED, parent participation in their children's preschool classes, and involvement in emergent literacy activities. Children attend an on-site preschool program. In contrast, the Arkansas Home Instruction Program for Preschool Youngsters (HIPPY) is home-based. Twice a month a paraprofessional, who must be a mother or father from the same community, visits the parent and works with him or her on weekly lessons. On alternating weeks the parents gather for group meetings.

These programs demonstrate how parents can be involved in the education of their children from birth to age five, the period of greatest physical and intellectual development in a child's life. While it may not be possible to launch a comprehensive program such as Missouri's PAT program, a number of other small-scale projects can provide a good beginning. Following is a compilation of approaches for starting early to involve parents in their children's education:

1. Make contact with new parents and provide them with information and sources of support. A personalized yet inexpensive activity is providing a gift basket or packet of materials to new mothers. The

in the child's education, information on infants and ways to encourage their development, a directory of community resources, a book of nursery rhymes, and other developmentally appropriate materials.

2. Sponsor workshops for parents of infants and preschool children, providing child care and transportation if needed.

3. Offer parenting courses and classes on child development.

4. Provide a corner in the public library or school library for parent education materials and books for preschool children.

5. When planning elementary school parent-involvement programs and activities, also incorporate activities and information that address the needs of parents of preschool children.

6. Establish a family resource room in elementary schools that provides materials, games, and books for check-out for preschool as well as school-age children.

7. Make regular home visits to families with preschool children. Use volunteers, other parents, or parent-contact aides who know the community to serve as home visitors.

8. Employ and train parent educators who can provide a wide range of services to families and involve parents in the education of their children.

9. Design and implement a family literacy program using the Kenan Family Literacy Project model or one of the other models. Or develop a program tailored to your own community using elements of successful programs.

10. Implement a comprehensive infant and preschool program based on the Missouri Parents as Teachers model, or participate in the training they offer and adapt the program to local conditions.

Chapter 2 and other federal, state, and local funds may be used to initiate parent-involvement programs. A small start may pave the way for a larger initiative. Edward F. Zigler, Sterling Professor of Psychology at Yale University and director of the Bush Center in Child ing recognition that if we want to optimize the development of children, we have to get in there even before they are born with prenatal care – and then do everything we can to see that the environment and learning experience of the child is optimal for the period from 0 to 5" (Cohen 1990).

Involving Parents of School-Age Children

Efforts to involve parents in their children's education must continue throughout the elementary and secondary years. Research indicates, however, that teachers' work with families and parents' involvement with their children's education fall off sharply as children grow older. Despite such findings, there are many ways in which educators can reach out to parents.

Educators are becoming increasingly aware that in schools that value parent participation, there is higher achievement, more positive attitudes, and more effective programs. Research conducted by Joyce Epstein (1984) of Johns Hopkins University also indicates that teachers who involve parents are rated by parents as having higher overall teaching ability. Parent involvement is one of the key components identified in effective schools research, and federal and state programs often require it as a condition of funding.

Ways of working with parents include improving the communication between home and school; helping parents work with their children at home; involving parents in school activities; developing collaborative planning among parents, students, and teachers; and empowering parents to become decision makers in their children's school. The following sections treat these topics in greater depth.

School-Home Communication

Frequent and two-way open communication with parents is the foundation for building parent-teacher relationships and for involving par-

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ents as partners in their children's education. (See Fastback 230 *Improving Home-School Communication* by Edward E. Gotts and Richard F. Purnell.)

What is good communication with parents? The reported preferences of parents are not necessarily what school personnel think they are, according to a study by Jane Lindle (1989). School personnel tend to believe that a professional, businesslike manner will win the respect and support of parents. But when parents were asked about their contacts with the school, their responses reveal that they are uncomfortable with a formal professional-client relationship. Instead, they prefer the "personal touch." Personal attention and timely information on an informal basis is more likely to win their respect. Parents want to be included in the dialogue about their child's education and to share their perceptions about their children with school staff They do not want a professional-client relationship; they want to be equal partners in the education of their children.

Achieving the "personal touch" means treating parents as friends. It means showing empathy, warmth, respect, and sincerity. Above all, it means listening carefully to what parents have to say about their children and about their perceptions of the school program. Parents first want to know as much as possible about their children's programs at school. General information they usually want to know about the school program includes:

- What are the goals of the school and the teacher(s)?
- What is the child learning, and how is it taught?
- What are the school's and teacher's expectations?
- What are the attendance and homework policies?
- How is the child doing in school?
- What courses and extracurricular activities are available to choose from, and what guidance is provided to help students make choices?
- What changes are being planned in the areas of curriculum, grading, discipline, homework, or extracurricular activities, and why?

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Essential Tips for Learning

1. Talk with your child about daily events and take ~~time to~~ listen to what your child wants to tell you. Conversation around the dinner table about everyday and world events promotes learning.
2. Read aloud to your child often – every day if possible – and encourage your child to read to you. The best way to help children become better readers is to begin to read to them when they are infants. The more children read, both in school and outside, the more they will improve their reading abilities. And take your child to the library to get his or her own library card.
3. Encourage children to draw and scribble stories at home. This will help them learn to write with greater confidence in school.
4. Take your child to new and different places, such as museums, historical sites, and nature centers. Talk about what you have seen.
5. Supervise television viewing. Choose good programs and set some time limits – and talk with your children about the programs they do watch.
6. Be generous in showing affection and express interest in your child's everyday activities and accomplishments.
7. Establish a regular time and place for doing homework, encourage your child's efforts, and offer praise when assignments are completed.
8. Encourage good health practices by making sure your child has three nutritious meals a day, gets plenty of exercise and sleep, and has regular medical and dental check-ups.
9. Instill self-confidence by encouraging your child to believe in his or her self-worth and abilities.
10. Monitor how your child spends his or her time outside of school. Limit video games and television viewing and encourage reading, hobbies, scouts, and other worthwhile activities that provide learning opportunities.
11. Make sure your child attends school regularly, show an interest in what is being learned at school, and communicate that education is important. Belief in the value of hard work, personal responsibility, and the importance of education all contribute to greater success in school.
12. Be a role model for your child. Children imitate what they see their parents doing. If you read, your child will want to read.

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Parents also need specific information concerning school events, activities, and meetings. And probably most of all, parents want to know how they can help their child at home. Because communication is a two-way process, schools must be receptive and responsive to parents' questions and expectations for their children. Parents need to feel that they can express their concerns to the school and that they need to share information that may be affecting their child's school performance. For their part, teachers want parents to realize that they are committed to helping children learn but that they cannot do it alone. They want parents to recognize that their children's education is a shared responsibility between the school and the home.

Communication between the school and the home may be in writing, by telephone, or face-to-face. Written communications should be clear, brief, respectful, and free from education jargon. Telephone communications should be friendly, tactful, and courteous. Face-to-face communication is the most effective and should be used as often as possible. Some of the best opportunities for honest, open, two-way communication take place in informal face-to-face contacts between staff and parents.

Communication early in the school year conveys to parents that their cooperation is important. Personal contact is essential for building a cooperative relationship. Ways to initiate school-home communication during the first week of school are having teachers phone parents to introduce themselves, sending personal notes home and encouraging parents to communicate back, and making home visits. Some teachers like to write a letter to each child and his or her parents during the summer before school begins, a practice sure to be a hit with parents.

School staff also must communicate to parents that they are welcome and wanted in the school. This begins with a welcome sign at the entrance to the school, an inviting reception area, and an orientation program for new parents. Throughout the school year there should be frequent opportunities for teacher-parent and principal-parent interaction. Parents should feel that the school belongs to them, too. Examples of school-home communication practices include:

- Welcome packets for new families delivered to the home
- Class and individual letters and messages sent home
- Back-to-school nights and open houses
- Parent/student handbooks
- School and program information brochures
- Parent-interest surveys
- "Happygrams" reporting good news
- Principal-parent coffees
- Newsletters (class, program, school)
- Teacher-parent breakfasts, lunches, teas
- Special occasion cards/recognition messages
- Student work sent home weekly accompanied by a parent response sheet
- Personal handwritten notes
- Progress/success reports
- Letters and notes from principal, superintendent
- Neighborhood coffee klatches
- Home visits
- Home contact aides (bilingual if needed)
- Monthly event and activity calendars
- Community meetings/presentations

Special attention also should be paid to new families registering children during the year. They need information that will help them and their children adjust quickly to a new environment and school. (See Fastback 304 *Meeting the Needs of Transient Students* by Donovan R. Walling.)

Learning at Home

Creating a proper learning environment at home has a powerful impact on student achievement and behavior at school. Research compiled in *What Works: Research About Teaching and Learning* (U.S. Department of Education 1986) concludes that "the curriculum of the home" is twice as predictive of academic learning as family socioeconomic status. Children whose parents help them at home and stay in touch with the school do better. And parental influence is no less important at the high school level.

Attitudes and behaviors essential to learning over which parents have control and influence, regardless of their income and education, are listed in the box on page 21. These basic tips can be put in a one-page brochure or printed in large type and laminated for each parent to keep in a prominent place at home. They are ideal as a handout at Back-to-School Night, or for teachers to give to parents when they make a home visit or have a parent conference. *Note to readers: the boxed text in this fastback is intended for parent handouts, brochures, or newsletters. They may be reproduced without permission from the publisher but should include a credit line.*

Ideas to Help Parents Enhance Learning at Home

Principals and teachers can provide parents with many ideas and materials to support learning at home. Following are some suggestions that have been used successfully in many communities.

Tips for Parents. Parent brochures or items in school newsletters can be used to deal with topics of general interest or with specific topics, such as reading, math, science, social studies, study skills, homework, motivation, self-esteem, creativity, and others. In a school newsletter, parent involvement is possible through an idea exchange column. Parents can be invited to contribute ideas or suggestions that have worked for them and are worth sharing with other parents. Tips for parents can be sent home in the form of an attractive one-page brochure or poster, which can be posted on the refrigerator door or on a family bulletin board.

Several professional organizations publish a variety of brochures, pamphlets, and other types of materials for parents, which can be purchased at nominal cost. For example, the International Reading Association member newspaper, *Reading Today*, carries in each issue short news items related to literacy for parents, which schools are free to reproduce in their own newsletters. The Parent Institute publishes a parent newsletter titled *Practical Ideas for Parents to Help Their Children*. While commercially produced materials tend to look more professional, materials produced by the school can be more personalized and can be designed to allow for parent feedback. Parents appreciate receiving these materials not only for the information and guidance they provide but also as tangible evidence that the school cares about their children's learning and encourages parents to be involved in their learning.

Following is a selective list of organizations that publish materials for parents.

American Association of School Administrators, 1801 N. Moore Street, Arlington, VA 22209-1888. Phone: (703) 528-0700.

International Reading Association, 800 Barksdale Road, Newark, DE 19714-0000. Phone: (302) 731-1600.

National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091-1502. Phone: (702) 528-5840.

National PTA, 700 North Rush Street, Chicago, IL 60611-2571. Phone: (312) 787-0977.

National School Public Relations Association, Suite 201, 1501 Lee Hwy., Arlington, VA 22209-1109. Phone: (702) 528-5840.

The Parent Institute, P.O. Box 7474, Fairfax Station, VA 22039-7474. Phone: (703) 569-9842.

Reading Is Fundamental, Inc., P.O. Box 23444, Washington, DC 20026. Phone: (202) 287-3220.

The boxes on the following pages are examples of parent education materials that schools can send home or publish in a newsletter.

Home Learning Activities. The school can help to promote many kinds of learning activities that parents and children can share in the

Helping Children Develop Self-Esteem

Helping your children develop self-esteem is one of the most important things you can do as a parent. Self-esteem means appreciating one's own worth; it means being accountable for oneself and acting responsibly toward others. Children with high self-esteem take pride in their accomplishments, make good decisions, demonstrate responsibility, and have high self-expectations. Here are some ways to help develop self-esteem in your children:

1. Seek out opportunities to praise and encourage your child.
2. Recognize your child for a job well done.
3. Treat your child with love, respect, and courtesy.
4. Nurture a positive attitude in all tasks.
5. Give your child many opportunities to assume responsibility.
6. Encourage participation in activities in which your child can succeed.
7. Listen attentively to your child's ideas, concerns, and feelings.
8. Reward good behavior and accomplishments.
9. Let children make their own decisions whenever possible.
10. Spend time together and share favorite activities.

home. Suggested activities can be included in the school newsletter or a teacher's weekly letter to parents. Some examples are an annotated list of educational games and toys with recommended ages, announcements of upcoming events of interest to children, lists of places to go, and holiday and vacation activities. Teachers might assemble a set of puzzles and word games in envelopes and send them home for parents and children to enjoy together.

A growing practice in many schools is the use of weekly or monthly calendars with suggested activities that parents and children can do together. Some schools print calendars on the reverse side of the school lunch menus. Calendar activities can range from practice on basic skills to creative projects related to different curriculum areas.

How Parents Can Encourage Creativity

Children's creativity develops in a stimulating home environment and rich family life. A rich family life includes shared meals, lively discussions, time to work and play together, exposure to cultural activities, family trips; and shared family interests such as singing, playing musical instruments, storytelling, camping, bicycling, etc. In addition to a rich family life, children need opportunities to develop their creative talents. Here are some ways to help your children develop their special talents:

1. Provide reading materials that develop imagination, such as fairy tales, folk tales, classic and current children's literature, and open-ended stories.
2. Prize your children's individuality by taking note of their unique contributions.
3. Encourage your children to develop and pursue their own interests.
4. Praise your children's efforts and accomplishments.
5. Provide an environment that encourages exploration and risk-taking.
6. Allow time for thinking, reflection, and even daydreaming.
7. Provide resource books, materials, and challenging games in the home.
8. Provide art and building materials to work with.
9. Refrain from criticizing or evaluating your children's creative efforts.
10. Schedule a variety of experiences, such as visits to unusual places; enroll your children in courses and workshops on topics of special interest to them.

A word of caution is in order about use of the calendar format: When calendars provide specific activities to be completed every day, it may cause parents to feel guilty about not being able to do all of them. To counteract this, it should be stated clearly that ~~the~~ activities are suggestions from which parents and children can choose depending on interest and available time.

Motivating Your Children to Succeed in School

Children are subject to many influences outside their home, but parents have the most lasting influence when it comes to success in school. Motivation is the key to becoming a successful learner. Here are some ways you can help to motivate your children.

1. Show interest in your children's learning. Inquire about what they are learning in school; ask to see their papers and projects.
2. Work with your children in setting specific daily goals that are achievable. Write out the goals and post them in a prominent place and have the children check off each goal when completed.
3. Help your children envision and formulate long-term goals.
4. Instill in your children the attitude that achievements are usually the result of persistence and hard work, not luck or ability.
5. Show caring and love if your children make mistakes or fail, and help them see mistakes as opportunities to grow.
6. Demonstrate through your words and actions faith in your children's ability to learn and achieve.
7. Look for successes in your children's efforts and acknowledge them.
8. Recognize, praise, and celebrate your children's successful completion of a challenging goal.
9. Model for your children language that conveys positive expectations, such as I can, I will, I want to, I understand, my goal is, etc.
10. Stress frequently to your children the importance of learning and education.

Voluntary Home Reading. Research clearly indicates that the amount of reading students do outside of school is significantly related to reading achievement. (See fastback 225 *Promoting Voluntary Reading in School and Home* by Lesley Mandel Morrow.) The school can play a vital role in involving parents in activities and programs that promote home reading. Following are descriptions of some programs schools might consider to encourage home reading.

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"Books and Beyond" is a home reading program designed to increase students' recreational reading and decrease indiscriminate TV viewing. It can be organized on a schoolwide or classroom basis. Students participate in a Read-a-Thon, a reading incentive program with different themes for each year to ensure high interest level. Themes include Quest for Knowledge, Book Bucks, Jog America, Around the World, and Olympic Decathlon. Activities include reading books at home (and at school), keeping records of those books, charting individual progress on a central bulletin board, and self-monitoring of TV viewing. The program encompasses student populations from first to ninth grade. Manuals provide information and materials needed to implement the program. Additional student rewards such as pencils and buttons can be purchased separately. For more information contact: Solana Beach School District, 309 North Rios Avenue, Solana Beach, CA 92075.

"Magic Moments: Sharing Reading Aloud" is a schoolwide or classroom program to promote reading aloud in the home for one month (October). It is sponsored by the Colorado Council of the International Reading Association (CCIRA). A sample packet sent to all principals and CCIRA members the last week in August contains a letter to parents, a student time sheet and award certificate, bookmarks for parents and children, brochures for parents, a theme poster, and literature activity booklets for teachers. For ordering information contact: CCIRA Read-Aloud, 4617 S. Joplin Way, Aurora, CO 80015.

"Parents as Partners in Reading" is a commercially available family literacy program developed by Patricia A. Edwards for training parents to read with their children. It consists of facilitator manuals, short videotapes, and children's books. The program may be used with non-English-speaking and non-reading parents as well as with parents of children from preschool to fourth grade. For further information and costs contact: Children's Press, 5440 N. Cumberland, Chicago, IL 60656.

Over the summer many children get out of the habit of regular reading and, as a result, may regress in their reading skills. Schools can

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help parents by sending home a brochure on the importance of summer reading, annotated lists of interesting and age-appropriate books, and some suggested activities they can do with books. Some schools offer an incentive for reading over the summer by holding an ice cream social or pizza party when school opens in the fall for students who have been regular readers. Also, schools can provide parents information about summer public library programs and story hours for children.

Another activity to involve parents in their children's home reading is the "bookbag" or "backpack" project. This is especially appropriate for homes where there is little reading material. The basic bookbag contains a book and a stuffed animal book character. It also might contain audiotapes, a response journal (each student who takes the bag home creates a page for the journal), and other activities for the parent and child to do together. The stuffed animal has a special appeal to young children. They can hug it and talk to it as they read the story or have the story read to them.

Kaaren Gray, a second-grade teacher in Frederick, Colorado, has expanded the bookbag idea into a larger backpack package. Each backpack is developed around a theme (dinosaurs, space, cats, sea life, "creepy crawlies", safari, etc.) and includes primarily nonfiction books, other learning materials, and a stuffed animal related to the theme. Many of the books are the Young Explorer and World Explorer titles published by the National Geographic Society. Learning materials included are instructional games, videotapes, puzzles, science experiment materials, and hands-on materials such as sea shells. Included in each backpack is a laminated inventory list and a note explaining that the materials are for family enjoyment and discussion. Backpacks have been so popular with children and parents that there is a waiting list for each pack.

While the initial expense for bookbags and the more costly backpacks is considerable, they have great appeal and many children take them home during the year. They also provide high-interest materi-

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als for home learning and family interaction. Often the PTA is willing to take on bookbags as a project. Other funding is available from mini-grants and Chapter 1 or Chapter 2 funds.

Helping with Homework. Homework has traditionally been the major form of interface between parents, their children, and the school. Teachers give homework to reinforce and extend school learning, and parents are expected to provide the environment and support to help their children complete homework assignments successfully. For their part, teachers need to develop assignments that are meaningful and interesting and to avoid boring drills and worksheets that make homework drudgery for children and parents alike.

Parents need information about general homework policies and about what is expected of them. In some schools it is the practice at the beginning of the school year for teachers to provide parents with a "Homework Information and Expectations" handout. The handout can have a tear-off sheet for the student and parent to sign and return indicating they have have read and discussed it. The handout might include the following information:

1. The purposes for giving homework, for example, extending classroom learning, getting students to read and think more deeply about a topic, learning to work independently, developing regular study habits, etc.
2. The days of week to expect homework and the approximate amount of time it should take to complete assignments. Some assignments will need to be completed the next day; others, such as a report or a project, may not be due for several weeks.
3. How homework is checked and evaluated, whether it is considered in the student's grade.
4. Responsibilities for making up missed homework assignments.
5. What is appropriate for parents to do to help their students with homework.

A homework tip sheet for parents (see box) can be distributed as a handout, or included in a school newsletter.

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Homework Tips for Parents

1. Set aside a family quiet time daily when each family member is engaged in quiet activities while the children do their homework. Starting quiet time when children are young establishes the expectation for doing homework and gets them into the routine of studying.
2. Establish a time and place where homework is to be done. Make sure the table or desk is well lighted and that needed materials, such as paper, pencils, pens, and crayons, are readily available.
3. Make sure your children understand the assignment. If needed, work through the first question or problem with them. If children do not understand the assignment and you are unable to help them, have them call a friend or the teacher for help. Some communities have a Homework Hotline staffed by volunteers who can help.
4. For elementary-age children, check over the completed assignment and sign and date it.
5. Each day ask whether there is any homework. Even when there isn't any, the simple act of asking conveys that you consider homework to be an important responsibility.
6. Don't forget to praise your child for homework efforts.

Workshops and Support Groups for Parents

Parent workshops and support groups provide opportunities for education, guidance, and sharing. Parents gain better understanding of child development, greater self-confidence in parenting skills, more enjoyment from their own children, and in many cases, motivation to continue their own education. Parent-education programs also produce positive results for children. Parent education has long been a part of preschool programs. It is time that it be extended throughout the school-age years.

Parent workshops should be informal in order to foster a friendly and supportive atmosphere. Parents should feel comfortable about asking questions and discussing their concerns. The workshop leader should provide for continuous interaction and feedback using such group techniques as brainstorming, role playing, and working in pairs or small groups. Parents do not want to be preached to. They often have good ideas – ones the workshop leader might not be aware of – for promoting learning and positive behaviors in children.

Following are brief descriptions of parent workshops or activities that schools might want to offer or sponsor. Some are the home-grown variety; others are commercial programs requiring an outside consultant or trainer. Some are for parents only; other are for parents and children.

1. "Make It-Take It" Workshops. These are designed for parents to construct home learning materials. Parents may be asked to bring

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special materials, or the school can provide ready-to-assemble materials.

2. Family Learning Center. The school is open two or more evenings per week with learning activities provided for all ages. When feasible, access to the computer lab and library is available to both adults and students.

3. "Learning Fairs." Single-session workshops are held in the evening at a high school on a variety of topics, such as study skills, memory techniques, concentration, etc. Students, parents, and teachers are invited to attend.

4. Parent-Support Groups. These are organized and run by parents with meetings held in homes or at school.

5. Family Room. This is a room at school containing educational books, toys, and games to loan to parents. Parents are welcome to drop in and participate in informal activities. Parents share with each other and learn ways of helping their children.

6. Child and Adolescent Development Series. These programs provide parents with a better understanding of their children's physical, social, and intellectual development. Series on the middle school child are especially popular.

7. Special Topic Workshops. These focus on helping children learn and succeed in school. Popular topics include reading, math, study skills, self-esteem, motivation, alternatives to television, and creating a learning environment in the home.

Workshops for parents on emergent literacy are particularly popular in preschool programs and in schools with whole-language programs at the primary level. Several recent books, written specifically for parents, dealing with these topics are: *Home: Where Reading and Writing Begin* by Mary Hill (Heinemann, 1989), *Literacy Begins at Birth* by Marjorie Fields (Fisher, 1989), *Learning to Read* by Margaret Meek (Heinemann, 1989), *Reading Begins at Home* by Dorothy Butler and Marie Clay (Heinemann, 1987), and *Writing Begins at Home* by Marie Clay (Heinemann, 1988).

Another popular program is the family math workshop. One of the best known is the Family Math Program. The program consists of six to eight sessions of an hour or two each. It is designed for parents and children (K-8) and provides activities to develop problem-solving skills and to build an understanding of mathematics using hands-on materials. *Family Math*, the program's resource book, provides parents with clear instructions for conducting a variety of math activities at home. While parents can use the activities without attending the workshop, the program's developers strongly recommend that parents and their children attend the workshop in order to benefit from the group interaction and discussions about mathematics. For further information contact: The Family Math Program, Lawrence Hall of Science, University of California, Berkeley, CA 94720.

Another type of workshop deals with various aspects of parenting, such as understanding children's behavior, developing responsibility, communicating with children, and discipline. The value of these programs is not so much in giving advice to parents about child-rearing as it is in providing a forum where parents can share ideas, find mutual support, and encourage each other. Following are brief descriptions of three such programs:

Systematic Training for Active Parenting (S.T.E.P.) was developed by Don Dinkmeyer and Gary McKay. It also is available in Spanish. The program runs 18 hours and is usually scheduled for weekly sessions of a half-hour to two hours each. Topics covered include providing encouragement, developing mutual respect, disciplining in ways that are consistent with behavior, setting firm limits, exploring choices, and making decisions jointly. S.T.E.P. helps parents learn how to reinforce their children's positive behavior (and not reinforce unacceptable behaviors) and how to encourage cooperative behavior. Parents learn that they are not necessarily to blame for their children's difficulties; and when feelings of guilt are removed, they are able to function more effectively. For further information contact: Systematic Training for Effective Parenting, American Guidance Ser-

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vice, Publishers' Building, P.O. Box 190, Circle Pines, MN 55014-1796.

Parent Effectiveness is the updated version of the original Parent Effectiveness Training (P.E.T.) developed by Thomas Gordon. The program runs 24 hours with three-hour sessions over a period of eight weeks. The program is designed to give parents insights and skills for developing responsibility in children and for fostering more satisfying family relationships. Topics include how to listen and talk to children, changing unacceptable behavior by changing the environment, and dealing with conflicts. For further information contact: Effectiveness Training Inc., 531 Stevens Avenue, Solana Beach, CA 92075.

Active Parenting, a newer program developed by Michael Popkin, is a video-based program partially based on S.T.E.P. The program consists of 40 videotaped vignettes for use in two-hour sessions over six to eight weeks. The program is designed to enable parents to learn a broad range of parenting skills and to support them in raising cooperative and responsible children. For further information contact: Active Parenting, 4669 Roswell Road, N.E., Atlanta, GA 30342.

What works in one school may not work in another. For example, family rooms have been more successful in schools that have preschool programs. Parenting workshops are well attended in some schools but not in others. Each school needs to examine and assess a variety of ways of assisting parents to take an active role in the education of their children.

Parent-School Collaboration

Parent involvement is a key component identified in effective schools research. (See fastback 276 *Effective Schools Research: Practice and Promise* by Arthur W. Steller.) When parents are actively involved in the life of the school and classroom, they learn about the educational program firsthand and become advocates of the school in the community. When parents assist teachers in volunteer activities that make good use of their skills and time, mutual appreciation and satisfaction flourish. When parents are involved at school, children see that they value education and that school is an important place to be. Some of the ways parents can be involved in school activities are:

1. Parent visitation days, with invitations designed and written by the children, provide a way to acquaint parents with the school's program and services.
2. Assisting teachers with special classroom activities and projects, such as bookmaking, science experiments, cooking, field trips, etc.
3. Using parents' special talents and expertise to enrich the curriculum.
4. Reading to children and listening to children read.
5. Tutoring children who need extra help.
6. Assisting with band, chorus, drama, and other programs in the arts.

7. Helping supervise and direct before- and after-school programs for children.
8. Assisting with the organization and supervision of grade-level or schoolwide projects, such as a read-a-thon, book fair, meet-the-author program, book swap, reading carnival, and ice cream social/awards night.

When involving parents in school activities, keep in mind the following:

1. Survey parents to find times that are the most convenient for them. Some will be available during the school day, some after school, some in the evening, and some only on weekends. By varying the meeting time, more parents can be involved.

2. Serving light refreshments and providing child care and transportation if needed will convey to parents that they are really wanted. Written reminders or phone calls made the day prior to each meeting help to ensure good attendance.

3. Involve parents in planning activities that meet their needs and those of their children. Activities that involve the whole family get larger turnouts. Children can design invitations, demonstrate activities, put on puppet shows, and make refreshments. Ideally, the activities should provide opportunities for learning and for something to take home to extend learning.

In addition to involving parents in school activities, there are other types of school-parent collaboration that can help improve children's behavior, attitudes, and study habits.

One of these is the Parent-Student-Teacher Pledge or contract outlining a set of conditions that parents agree to carry out, which is signed by the parent, teacher, and child. (See box on next page.) A similar type of pledge or contract can be used for students, which is then endorsed by the parent and acknowledged by the teacher.

Outreach programs involving teachers or a community liaison aide are another form of parent-school collaboration. In some districts the staff identifies a small number of students and their families for in-

Parent-Student-Teacher Pledge

School Name:

School Mission:

Because I believe that children learn best when there is close collaboration between the home and the school, I am committed to helping my child progress and achieve in school.

As a parent I pledge to:

- Make sure my child attends school regularly and on time.
- Provide a home environment that encourages my child to learn.
- Insist that all homework assignments are done.
- Communicate regularly with my child's teachers.
- Support the school in developing positive behavior.
- Talk with my child about his or her school activities every day.
- Encourage my child to read at home and to monitor his or her TV viewing.

I make this pledge to both my child and to those who are trying to help my child succeed in school.

Parent's Signature ____________________ Date ____________

Student's Endorsement ____________________ Date ____________

Teacher's Acknowledgement ________________ Date ____________

depth collaborative planning, for example, with students with learning or behavioral difficulties, excessive absences, illness, or other circumstances. Special scheduling, released time, or additional compensation may be needed if teachers are to undertake this additional responsibility.

Some schools have found it beneficial to employ a parent/community liaison to work with parents, make home visits, and plan parent activities. The liaison should be sensitive to the needs of parents, and in some communities must be bilingual. Collaboration also may extend beyond the school and the home to include community family-service agencies.

Home visits are an ideal way to establish rapport and communication between school and home and to provide teachers with many insights that are not likely to surface in the traditional parent-teacher conference. Teachers who make home visits report that the time invested pays for itself many times over during the year.

If possible, home visits should be scheduled soon after the opening of school in the fall. Appointments can be arranged through a telephone call or letter accompanied by a return form indicating the parent's choice of time for the visit. Visits should be brief; a half-hour to 45 minutes is a reasonable amount of time.

Home visits can serve many purposes: becoming acquainted with the child's home environment and gaining information about the child from the parent's perspective, emphasizing the importance of the parent's role in the child's education, updating the parent on the child's progress in school, providing an overview of what happens on a typical day in the child's classroom, providing ideas on how the parent can help at home, sharing or demonstrating a specific home learning activity, contacting parents who could not attend parent-teacher conferences, or soliciting parent assistance to help solve a specific problem. However, each home visit should have a specific purpose.

Teachers or other staff making home visits should be particularly sensitive to the family culture. They should listen attentively and respond to the parent's questions. They should encourage parents to talk about their child and inquire how the child spends his or her time at home. Other questions will depend on the purpose of the visit. Above all, it is important to be friendly and supportive. After the visit, a follow-up phone call or note thanking the parents for their hospitality and reviewing any decisions that were made conveys to parents that the school cares and wants to help.

Administrators can encourage home visits by setting an example and making home visits themselves, by providing time for teachers to make home visits by employing substitutes or dismissing school early, or by hiring community aides to make home visits.

One of the most comprehensive parent-school collaborative efforts is the School Development Program, often referred to as the "Comer Process" after its founder, Dr. James Comer, professor of child psychiatry at Yale University. This program, which began in an inner-city elementary school serving minority students in New Haven, Connecticut, has since spread throughout the country. In 1990 the Rockefeller Foundation funded a $15 million grant to replicate Comer's model nationwide.

Comer maintains that current reform measures directed at improving academic achievement will not work with minority children or children outside the mainstream, because they fail to address child development and relationship issues. His program uses a system of cooperative governance involving parents and the community in the life of the school and focuses initially on developing children's social skills and self-discipline.

Cooperative governance is carried out through a school planning and management team composed of the principal, selected teachers, parents, a support-staff member (counselor, social worker), and representatives of other programs in the school. The team develops a comprehensive plan that addresses school climate, improved academic performance, and staff development.

Involving parents as equal partners in cooperative governance helps to overcome the sense of alienation many minority parents have toward the middle-class orientation of the school. Parents also are actively involved in the life of the school. Some serve as classroom or library assistants. In addition, the school offers workshops for parents on such topics such as reading, math, discipline, homework, and computer activities. Some schools offer courses to help parents pass the GED test for their high school equivalency diploma. The school also invites parents into the school's social life by holding potlucks, picnics, read-aloud nights, and games for parents and staff.

Comer Process schools stress social skills. For example, children learn how to write invitations and thank-you notes, how to serve as hosts, etc. The curriculum integrates academic and social skills with an appreciation of the arts. There also is an emphasis on discipline as self-control. Specific rules, such as "Come to class on time," are stated in positive terms and posted on classroom bulletin boards. The Comer Process appears to be a promising model of parent involvement that results in success in school for many poor and minority children.

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Planning a Successful Parent-Involvement Program

Developing a successful parent-involvement program requires wholehearted commitment. According to Anne Henderson, the main barrier to parent involvement is not parent apathy but lack of support from educators. Parents will not become involved unless the principal and staff show through their actions that they want them involved.

According to researcher Joyce Epstein (1986), 85% of parents, regardless of socioeconomic background, spend time helping their children at home when asked to do so by the teacher. Parents said they would spend more time with their children's education at home given guidance from teachers about what to do. Some parents, a smaller percentage, will become involved in activities at school that involve their own child's classroom or the whole school. A very small percentage of parents may express an interest in serving in a decision-making role on the school advisory committee. This is understandable, since advisory committees usually require a considerable time commitment that may not be possible for some parents. Therefore, it is important to find ways of involving parents in a variety of roles and to offer a diversity of activities to meet the different needs and interests of parents.

One example of meeting the differing needs and interests of parents is at a school in East Los Angeles, where the principal created a sewing room with borrowed and donated sewing machines (Gandara 1989). The school invited parents to come and help make outfits

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for the band and curtains for the classrooms. The parents also were allowed to use the sewing machines to make clothes for their own children. Parents – mostly non-English-speaking – flocked in. They contributed to the school, which made them feel valued. But they did more than that. They created a community within the school and developed a social network of their own. One positive outcome attributed to the close home-school relationship was a dramatic improvement in students' reading scores. Gandara goes on to make a compelling case for turning schools into community centers that are open for evening and year-round use for all ages. Thus the school becomes a place where family needs are met and from which the community draws strength and identity.

A school staff committed to developing a parent-involvement program, or improving an existing program, can begin by creating a committee of teachers, support staff, parents, and older students. This committee would have the task of assessing the current status of home-school relationships and parent-involvement activities. The committee might want to conduct parent surveys and interviews to determine parents' needs and interests. Also, the committee members should investigate parent-involvement programs in other schools and review the literature (including this fastback) for ideas and activities that have been successful and might be adopted or adapted for use in their school and community.

Whatever activities the committee decides to implement, there are strategies that appear time and again in successful parent-involvement programs. This fastback concludes with a list of additional strategies gathered by Anthony Fredericks, Timothy Rasinski, Jack Blendinger, and the author, which schools should consider using when developing a program that will reach all parents, including those who are hard to reach

1. Provide parents with a constant flow of interesting and timely information about upcoming events and activities. Send

reminder notices and make telephone calls to parents who may need additional encouragement.

2. Make parent involvement a schoolwide effort. Teachers and administrators must be committed to parent involvement. Staff enthusiasm stimulates greater parent participation.
3. Maintain a warm and friendly school environment and, above all, make it a place where parents feel comfortable, needed, and respected.
4. Involve students in recruiting parents. Students can make personal invitations, plan activities, and serve as hosts. Student interest generates parent interest.
5. Whenever possible, develop activities and projects that involve the entire family.
6. Make your outreach efforts contagious by involving as many parents, teachers, students, administrators, and community members as possible.
7. In planning activities, provide parents with a number of scheduling options: mornings, afternoons, after school, evenings, and weekends. Activities should be scheduled for the convenience of parents, not schools. Many schools now adjust staff schedules in order to provide for parent contacts and activities.
8. Make daily efforts to communicate with parents through a brief phone call or note – especially parents who do not participate regularly.
9. Provide parents with many opportunities to discuss their children's interests and achievements. And acknowledge those achievements. Parents like to see their children succeed.
10. Do not plan activities that are a repetition of school activities but rather that extend the natural relationship between parents and children and that provide opportunities for family interaction in ways that are educationally interesting and meaningful.

11. Use the telephone frequently for brief messages of good news. This will help parents get used to the idea that a call from school is not just to convey bad news about a problem.
12. Find out why parents who are not involved choose to distance themselves. Approach them with a nonjudgmental attitude to discover reasons for noninvolvement. Sometimes parents just need information and encouragement.
13. Consider home visits, especially for parents who, for whatever reason, do not come to school.
14. Consider holding parent meetings in locations other than the school. Hold neighborhood coffees in homes, churches, or community centers for parents who may be intimidated by the school environment.
15. Create a parental-support system to make parents feel they are part of a larger family. Enlist parents in a telephone tree to spread the word about special school activities and projects.
16. Coordinate with local community organizations and agencies that offer services to families. Schools can link families in need of social services to agencies about which families might not be aware.
17. Demonstrate to parents that the school cares about issues affecting their welfare by becoming involved in such neighborhood projects as day care, health, and recreation.
18. Whenever special events and activities are planned for parents, provide child care and transportation if needed.
19. Be patient with parents. Some may be reluctant to get involved due to any number of reasons. Keep trying and do not give up on any parent.
20. Make sure parents are recognized for their efforts. Everyone likes to receive some form of recognition: happygrams, certificates, awards, thank-you letters, end-of-year celebrations.

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Sample ERIC Abstract

AN	ED289160
AU	Binkley,-Marilyn-R.; And-Others
TI	Becoming a Nation of Readers: What Parents Can Do.
CS	Heath (D.C.) and Co., Lexington, Mass,; Office of Educational Research and Improvement (ED), Washington, DC.
PY	1988
AV	What Parents Can Do, Consumer Information Center, Pueblo, CO 81009 ($.50).
NT	40 p.; For Becoming a Nation of Readers: The Report of the Commission on Reading, see ED 253 865.
PR	EDRS Price - MF01/PC02 Plus Postage.
DE	Beginning-Reading; Literacy-Education; Parent-Attitudes; Parent-Child-Relationship; Preschool-Children; Primary-Education; Reading-Aloud-to-Others; Reading-Attitudes; Recreational-Reading; Written-Language
DE	*Literacy-; *Parent-Influence; *Parent-Participation; *Reading-Instruction; *Reading-Processes
ID	Reading-Motivation
AB	Intended for parents and based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers." The introduction reiterates the Commission's conclusions (1) that a parent is a child's first tutor in unraveling the puzzle of written language; (2) that parents should read to preschool children and informally teach them about reading and writing; and (3) that parents should support school-aged children's continued growth as readers. Chapter 1 defines reading as the process of constructing meaning from written texts, a complex skill requiring the coordination of a number of interrelated sources of information. Chapter 2, on the preschool years, focuses on talking to the young child, reading aloud to the preschooler, and teaching children about written language. The third chapter, on beginning reading, counsels parents on what to look for in good beginning reading programs in schools, and how to help the child with reading at home. The fourth chapter, on developing readers and making reading an integral part of learning, offers suggestions for helping the child succeed in school and for encouraging reading for fun. The afterword calls on teachers, publishers, and school personnel, as well as parents, to participate actively in creating a literate society. The booklet concludes with a list of organizations that provide practical help or publications for parents.

Interpretation of ERIC Abstract Field Identifiers

AN	ERIC accession number (Use this number when ordering microfiche and paper copies.)
AU	Author(s)
TI	Title
CS	Corporate source
PY	Actual or approximate publication date
AV	Source and price (availability)
NT	Pagination and additional information (such as legibility or related documents)
PR	Indicates availability of document from the ERIC Document Reproduction Service
DE	Descriptors-indexing terms from the *Thesaurus of ERIC Descriptors* which indicate important concepts in the document
ID	Identifiers-indexing terms not included in the *Thesaurus of ERIC Descriptors*
AB	Summary

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AN: EJ430350
AU: Dailey,-Kathleen-A.
TI: Writing in Kindergarten: Helping Parents Understand the Process.
PY: 1991
JN: Childhood-Education; v67 n3 p170-75 Spr 1991
AV: UMI
DE: Family-Environment; Primary-Education; Spelling-
DE: *Kindergarten-Children; *Parents-as-Teachers; *Parent-Teacher-Cooperation; *Reading-Writing-Relationship; *Writing-Processes; *Writing-Skills
AB: Discusses questions dealing with children's learning to read and write; children's drawing; encouragement, correction, and interpretation of children's writing; and writing programs. Suggests that parents and teachers can promote children's writing by creating an environment for children that develops confidence and by understanding the processes underlying writing development. (BC)

AN: EJ429546
AU: Goodson,-Barbara-Dillon; And-Others
TI: Working with Families: Promising Programs to Help Parents Support Young Children's Learning.
PY: 1991
JN: Equity-and-Choice; v7 n2-3 p97-107 Spr 1991
DE: Child-Development-Centers; Early-Intervention; Elementary-School-Students; Literacy-Education; Parent-Education; Preschool-Children; Social-Support-Groups
DE: *Demonstration-Programs; *Early-Childhood-Education; *Economically-Disadvantaged; *Family-School-Relationship; *Intergenerational-Programs; *Parents-as-Teachers
AB: Describes 17 family education programs considered innovative and promising. The programs selected target low-income families with children between three and eight and are linked with public schools. All of them work with parents to enhance children's cognitive development and academic achievement. Summarizes methods used in recruitment, staffing, and sustaining family participation. (CJS)

AN: EJ429056
AU: Schaefer,-Earl-S.
TI: Goals for Parent and Future-Parent Education: Research on Parental Beliefs and Behavior.
PY: 1991
JN: Elementary-School-Journal; v91 n3 p239-47 Jan 1991
AV: UMI
DE: Academic-Achievement; Authoritarianism-; Child-Development; Family-Environment; Parent-Child-Relationship; Parenting-Skills; Parent-Participation

DE: *Child-Rearing; *Parent-Attitudes; *Parent-Education; *Parents-as-Teachers; *Values-
AB: Discusses correlations between children's academic competence and parents' values, beliefs, behavior, and knowledge of child learning and development. Offers goals for parent education. (BC)

AN: EJ429055
AU: Binford,-Virgie-M.; Newell,-John-M.
TI: Richmond, Virginia's Two Decades of Experience with Ira Gordon's Approach to Parent Education.
PY: 1991
JN: Elementary-School-Journal; v91 n3 p233-37 Jan 1991
AV: UMI
DE: Academic-Achievement; Elementary-School-Students; Federal-Aid; Home-Visits; Parent-School-Relationship; Primary-Education; School-Community-Relationship
DE: *Parent-Education; *Parent-Participation; *Parents-as-Teachers; *Program-Effectiveness
AB: Ira Gordon's parent education model began to be applied in the Follow Through Parent Education Program in Richmond, Virginia, in the late 1960s. Parent educators from the community made home visits and initiated home-school learning cycles. The assessment and future of the program are discussed. (BC)

AN: EJ429054
AU: Olmstead,-Patricia-P.
TI: Parent Involvement in Elementary Education: Findings and Suggestions from the Follow Through Program.
PY: 1991
JN: Elementary-School-Journal; v91 n3 p221-31 Jan 1991
AV: UMI
DE: Compensatory-Education; Decision-Making; Elementary-Education; Elementary-School-Students; Home-Visits; Parent-Education; School-Activities
DE: *Advocacy-; *Parent-Participation; *Parents-as-Teachers; *Parent-School-Relationship; *Program-Effectiveness; *School-Community-Relationship
AB: Describes the Follow Through educational model as one type of program with a strong commitment to parent involvement. Findings provide evidence of positive outcomes in three areas of parent involvement: advocacy, decision making, and instruction. Suggestions for the implementation of new parent involvement programs in elementary schools are offered. (BC)

AN: EJ429053
AU: Berger,-Eugenia-Hepworth

TI: Parent Involvement: Yesterday and Today.
PY: 1991
JN: Elementary-School-Journal; v91 n3 p209-19 Jan 1991
AV: UMI
DE: Children-; Educational-History; Educational-Theories; Federal-Programs; Kindergarten-; Parents-; School-Community-Relationship
DE: *Child-Rearing; *Educational-Philosophy; *Family-School-Relationship; *Parent-Education; *Parent-Participation; *Parents-as-Teachers
AB: Provides a historical overview of parents as educators in ancient times and the middle ages. Discusses influential theories of child rearing in the United States and the history of parent education, particularly the focus on parent education that emerged in federal programs in the 1960s. Notes the continuing need for school-home collaboration in the 1990s. (BC)

AN: EJ427235
AU: Andersson,-Theodore
TI: Parents as Teachers.
PY: 1991
JN: Hispania; v74 n2 p426-29 May 1991
AV: UMI
DE: Home-Schooling; Parent-Child-Relationship; Second-Language-Instruction; Second-Language-Learning
DE: *Native-Language-Instruction; *Parents-as-Teachers; *Prereading-Experience; *Preschool-Children
AB: Argues that parents, especially mothers, are the best teachers for preschoolers, but suggests that the establishment opposes the teaching of preschoolers. The need for progression in language learning beginning at home in the preschool years and continuing and building in the elementary grades, in high school, and in college is stressed. (GLR)

AN: EJ427116
AU: Barbetta,-Patricia-Marie; Heron,-Timothy-E.
TI: Project Shine: Summer Home Instruction and Evaluation.
PY: 1991
JN: Intervention-in-School-and-Clinic; v26 n5 p276-81 May 1991
DE: Elementary-Secondary-Education; Home-Instruction; Training-Methods
DE: *Mild-Disabilities; *Parent-Education; *Parents-as-Teachers; *Summer-Programs
AB: The article describes Project SHINE (Summer Home Instruction and Evaluation), which trains parents to provide brief instructional sessions to their mildly handicapped children. Five parent-child teams were trained in the six program components: pretest, practice, test, track and chart, supplemental practice, and maintenance probes. (DB)

AN: ED335173
AU: Nicolau,-Siobhan; Ramos,-Carmen-Lydia
TI: You're a Parent...You're a Teacher Too. Join the Education Team.
CS: Hispanic Policy Development Project, Inc., New York, NY.
PY: 1990
NT: 33 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Basic-Skills; Elementary-Secondary-Education; Parent-Education; Parent-Influence; Parent-Materials; Parent-School-Relationship; Parent-Student-Relationship; Preschool-Education
DE: *Hispanic-Americans; *Parent-Participation; *Parent-Responsibility; *Parents-as-Teachers; *Parent-Teacher-Cooperation; *School-Readiness
AB: This booklet is targeted to the parents of Hispanic children to encourage them to become part of an education team. The parents' role is to teach and reinforce at home what children learn in the classroom, and to teach the basic values to protect Hispanic traditions and culture. The teachers' role is to teach in the classroom and build on the youngsters basic skills. The role of the children is to absorb and learn, grow and develop. In addition to taking care of children's health and daily life, parents are the first one responsible for teaching children the basic skills before they enter kindergarten. These basic skills include: familiarity with books and the idea of reading; knowledge of the child's own name, parents' names, and home address and telephone number; ability to tell time, to know the days of the week and the months of the year; an understanding of monetary value and use of money; a knowledge of colors and shapes; and the ability to listen, to follow simple instructions, and to reply to questions. The second responsibility of parents is to reinforce learning at home by monitoring homework, taking the children to the library, encouraging reading, and providing opportunities for children to practice reading, writing, discussing and problem-solving. The third parental responsibility is to be actively involved in the school and to communicate frequently with the child's teachers, counselors, and principal. (ALL)

AN: ED335132
AU: Jones,-Linda-T.
TI: Strategies for Involving Parents in Their Children's Education. Fastback 315.
CS: Phi Delta Kappa Educational Foundation, Bloomington, Ind.
PY: 1991
AV: Phi Delta Kappa, Eighth Street and Union Avenue, P.O. Box 789, Bloomington, IN 47402-0789 ($0.90; Phi Delta Kappa members, $0.75).
NT: 48 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Guidelines-; Preschool-Education
DE: *Educational-Cooperation; *Parent-Participation; *Parents-as-Teachers; *Parent-School-Relationship; *Workshops-

AB: This publication presents an overview of programs and practices that schools can use for involving parents in the education of their children at home and in school. The first chapter describes programs that demonstrate the ways in which parents can be involved in the education of their children of 1 to 5 years of age. A list of 10 approaches for involving parents in their children's early education is included. The second chapter discusses the topics of: (1) improving communication between home and school; (2) helping parents work with their children at home; (3) involving parents in school activities; (4) developing collaborative planning among parents, students, and teachers; and (5) empowering parents to become decisionmakers in their children's schools. The third chapter provides brief descriptions of parent workshops and activities that schools might want to offer or sponsor. Some are for parents only; others are for parents and children. The fourth chapter describes types of school-parent collaboration that can improve children's behavior, attitudes, and study habits. The concluding chapter offers guidelines for planning a successful parent involvement program. Contains 37 references. (RH)

AN: ED334640
AU: Buckley,-Melvin; And-Others
TI: The Parent Center: Success in Natchez.
PY: [1991]
NT: 8 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Improvement; Elementary-Secondary-Education; Home-Study; Parent-Child-Relationship; Parent-Counseling; Parent-Education
DE: *Parent-Participation; *Parents-as-Teachers; *Parent-School-Relationship; *Parent-Workshops
AB: The basic goal of the Natchez-Adams Parent Center is to enable parents to work more effectively with their children at home and to improve academic achievement. Teachers complete a referral form indicating with which skills a child may need additional help. Parents take the form to the center and receive information about additional resources and how to help their child. The center provides instructional materials, equipment such as computers, parent workshops, and access to other community agencies. An address for additional information, a newspaper article, and a teacher referral from are included. (EJS)

AN: EJ425187
AU: Love,-Cathleen-T.; And-Others
TI: Family-Centered Learning: An Even Start Project.
PY: 1991
JN: Illinois-Teacher-of-Home-Economics; v34 n5 p173-77 May-Jun 1991
DE: Adult-Literacy; Economically-Disadvantaged; Family-Programs; Preschool-Children
DE: *At-Risk-Persons; *Intergenerational-Programs; *Parents-as-Teachers;

*School-Readiness
AB: The Even Start project in the Poudre (Colorado) School District involves a learning center where parents receive literacy instruction and are trained to become partners in their children's education. The program features separate parent and child activities, group activities, home visits from family monitors, field trips, and support groups. (SK)

AN: EJ423529
AU: O'Brien,-Shirley-J.
TI: For Parents Particularly: Parents and Schools Together.
PY: 1990
JN: Childhood-Education; v67 n2 p106-09 Win 1990
AV: UMI
DE: Elementary-Education; Parent-Role
DE: *Parent-Attitudes; *Parent-Participation; *Parents-as-Teachers;
*Parent-School-Relationship; *Public-Schools
AB: Suggests that parents help children by reading to them daily, helping them follow directions, modeling tasks, "maximizing events," and modeling behaviors. Parents need to ensure that older children know how to study, have a proper study environment, are organized, are the objects of interest, and have proper behavior modeled for them. (DG)

AN: EJ423518
AU: Renshaw,-Peter-D.; Gardner,-Ruth
TI: Process versus Product Task Interpretation and Parental Teaching Practice.
PY: 1990
JN: International-Journal-of-Behavioral-Development; v13 n4 p489-505 Dec 1990
DE: Fathers-; Methods-Research; Mothers-; Parent-Child-Relationship; Problem-Solving
DE: *Parents-as-Teachers; *Preschool-Children; *Process-Education;
*Teaching-Methods
AB: Reports on research on parental teaching strategies with children aged three and four years. Findings support Dweck and Elliott's view that adults who are process oriented rather than product oriented act more as resources than as judges; focus children on learning rather than outcome; and respond to errors as natural and useful rather than as undesirable. (GH)

AN: EJ422084
AU: Hannon,-Peter; James,-Sue
TI: Parents' and Teachers' Perspectives on Pre-school Literacy Development.
PY: 1990
JN: British-Educational-Research-Journal; v16 n3 p259-72 1990
DE: Child-Development; Early-Reading; Foreign-Countries; Interviews-; Language-Arts;

Parent-Participation; Preschool-Curriculum; Qualitative-Research; Reading-Readiness; Writing-Readiness; Writing-Skills
DE: *Parents-as-Teachers; *Parent-Teacher-Cooperation; *Prereading-Experience; *Preschool-Education; *Teacher-Attitudes; *Young-Children
AB: Interviews 40 British parents and their children's nursery school teachers, concerning parental involvement in children's preschool reading and writing. Reveals parents frequently assist and direct their children in language arts activities but do not feel confident and teachers expressed doubts about parental interest. Shows need for greater parent-teacher cooperation. (CH)

AN: EJ421428
AU: Ehlers,-Vicki-L.; Ruffin,-Micca
TI: The Missouri Project--Parents as Teachers.
PY: 1990
JN: Focus-on-Exceptional-Children; v23 n2 p1-14 Oct 1990
AV: UMI
DE: Child-Development; Delivery-Systems; Educational-Legislation; Home-Visits; Program-Development; Screening-Tests; State-Legislation
DE: *Home-Instruction; *Infants-; *Parent-Education; *Parents-as-Teachers; *Preschool-Education; *State-Programs
AB: The Missouri Parents as Teachers project developed in response to a 1984 state mandate requiring parent education and serves about 85,000 families with children, ages birth through 4. Components include home visits, group meetings, and early childhood developmental screenings. Discussed are the project's historical perspective, project evaluation, legislation, personnel training, dissemination, service delivery, and teleconferencing. (DB)

AN: EJ420625
AU: Goldstein,-Sue; Campbell,-Frances-A.
TI: Parents: A Ready Resource.
PY: 1991
JN: Arithmetic-Teacher; v38 n6 p24-27 Feb 1991
AV: UMI
DE: Elementary-Education; Instructional-Materials; Mathematics-Education; Parent-Background; Parent-Teacher-Cooperation
DE: *Elementary-School-Mathematics; *Home-Instruction; *Learning-Activities; *Parent-Participation; *Parents-as-Teachers; *Teaching-Methods
AB: Presented are the highlights of a study of educational intervention in the elementary grades that contained a parent-participation component. Included are eight tenets of parental involvement, sample activities, and an evaluation form for home activities. (KR)

AN: EJ419905
AU: Solomon,-Zelma-P.
TI: California's Policy on Parent Involvement: State Leadership for Local Initiatives.
PY: 1991
JN: Phi-Delta-Kappan; v72 n5 p359-62 Jan 1991
AV: UMI
DE: Elementary-Secondary-Education
DE: *Governance-; *Parent-Participation; *Parents-as-Teachers; *Policy-; *State-Action
AB: California state initiatives designed to involve parents fell into four categories: government, client services, parents as teachers, and parents as parents. These initiatives, aligned with the state's curriculum reform strategies, required a five-year action plan for enabling school districts to develop local policies and plans that would involve all families. Includes five references. (MLH)

AN: EJ417670
AU: Linnakyla,-Pirjo; Gronholm,-Maj-Britt
TI: What Is Meant by Literacy? [and] "Fifteen Minutes a Day"--A Method of Improving Reading Skills.
PY: 1990
JN: Life-and-Education-in-Finland; v1 n1 p40-46 1990
DE: Critical-Thinking; Definitions-; Foreign-Countries; Reading-Improvement
DE: *Individual-Development; *Literacy-; *Parents-as-Teachers; *Reading-Aloud-to-Others; *Social-Development
AB: Linnakyla examines definitions of literacy as an object of individual and social development and compares concepts of knowledge and literacy. Gronholm advocates the effectiveness of parents reading aloud to their children for 15 minutes per day in the improvement of children's reading skills. (SK)

AN: EJ414968
AU: Thurston,-Linda-P.; Dasta,-Kathy
TI: An Analysis of In-Home Parent Tutoring Procedures: Effects on Children's Academic Behavior at Home and in School and on Parents' Tutoring Behaviors.
PY: 1990
JN: Remedial-and-Special-Education-(RASE); v11 n4 p41-52 Jul-Aug 1990
AV: UMI
DE: Elementary-Education; Mathematics-Instruction; Outcomes-of-Education; Parent-Education; Program-Effectiveness; Reading-Instruction; Spelling-Instruction; Tutorial-Programs
DE: *Academic-Achievement; *Parents-as-Teachers; *Tutoring-; *Underachievement-
AB: Three studies involving tutoring of elementary children are reported. The first demonstrated that eight parents utilized oral reading tutoring procedures successfully after training. The other two found that home tutoring improved math and spelling

performance of four children both during tutoring sessions and subsequently in school. (Author/JDD)

AN: EJ414256
AU: Stainback,-Susan; Stainback,-William
TI: How to Help Your Child Learn Study Skills.
PY: 1989
JN: PTA-Today; v15 n1 p10-11 Oct 1989
DE: Elementary-Secondary-Education; Study-Habits
DE: *Parents-as-Teachers; *Parent-Student-Relationship; *Reading-Comprehension; *Study-Skills
AB: Guidelines are provided that assist parents to help their children establish a study schedule and study goals, to promote studying for understanding, and to recognize achievements. Several techniques for studying reading assignments are outlined. (IAH)

AN: EJ414255
AU: Silberman,-Arlene
TI: Making the Second "R" Second Nature.
PY: 1989
JN: PTA-Today; v15 n1 p6-7 Oct 1989
DE: Elementary-Secondary-Education; Language-Acquisition; Parent-Participation; Parent-Student-Relationship
DE: *Learning-Activities; *Parents-as-Teachers; *Writing-Exercises; *Writing-Instruction
AB: This article outlines several strategies which parents can use both to encourage their children to write and to enhance the children's enthusiasm for writing. (IAH)

AN: EJ413632
AU: Peterman,-Carol-L.; Kimmel,-Eric-A.
TI: Helping Parents Who Want to Teach Their Preschool Children to Read.
PY: 1990
JN: Journal-of-Youth-Services-in-Libraries; v3 n4 p313-20 Sum 1990
AV: UMI
DE: Preschool-Education
DE: *Early-Reading; *Parents-as-Teachers; *Prereading-Experience; *Preschool-Children; *Reading-Aloud-to-Others
AB: Provides background on cuing systems that children use in reading. Suggestions for parents on helping children learn to read are offered; the importance of reading to children is emphasized. Several resources for parents are recommended. (Four references) (MES)

AN: EJ409052
AU: Fitzmaurice,-Eileen
TI: Literacy: The Search for a New Perspective.
PY: 1990
JN: Momentum; v21 n2 p54-56 Apr 1990
AV: UMI
DE: Catholic-Educators; Catholic-Schools; Elementary-Secondary-Education
DE: *Illiteracy-; *Literacy-Education; *Parents-as-Teachers; *World-Problems
AB: Reviews global statistics on illiteracy. Highlights to objectives of UNESCO's International Literacy Year. Discusses the trend toward intergenerational or family literacy programs in the U.S., as exemplified by Head Start, Even Start, and the parent-children literacy efforts of Sharon Darling. (DMM)

AN: EJ406791
AU: Strickland,-Dorothy-S.; Morrow,-Lesley-Mandel
TI: Family Literacy: Sharing Good Books (Emerging Readers and Writers).
PY: 1990
JN: Reading-Teacher; v43 n7 p518-19 Mar 1990
AV: UMI
DE: Books-; Early-Childhood-Education; Parent-Child-Relationship; Parent-Influence; Parent-Role; Story-Grammar
DE: *Childrens-Literature; *Parent-Participation; *Parents-as-Teachers; *Reading-Aloud-to-Others; *Vocabulary-Development
AB: Encourages teachers to share appropriate information about books and reading with parents in order to influence storybook reading in their students' homes. (MG)

AN: EJ405944
AU: Minner,-Sam
TI: The Use of a Paraprofessional to Work with Parents in a Rural School.
PY: 1989
JN: Rural-Special-Education-Quarterly; v10 n1 p46-50 Spr 1989
NT: Theme issue with title "Rural Students at Risk."
DE: Feasibility-Studies; Mild-Disabilities; Parent-Participation; Parent-Teacher-Cooperation; Primary-Education; Rural-Areas
DE: *Home-Instruction; *Mathematics-Instruction; *Parents-as-Teachers; *Rural-Education; *Special-Education; *Teacher-Aides
AB: A minimally trained paraprofessional made 6 visits to the homes of mildly mentally retarded and behaviorally disordered rural primary students to teach their parents basic instructional methods in mathematics. After 12 weeks of parent tutoring, the mathematical performance of experimental subjects improved significantly compared to that of matched controls. (SV)

AN: EJ405100
AU: Winter,-Mildred; Rouse,-Joy
TI: Fostering Intergenerational Literacy: The Missouri Parents as Teachers Program.
PY: 1990
JN: Reading-Teacher; v43 n6 p382-86 Feb 1990
AV: UMI
DE: Parent-Participation; Parent-Teacher-Cooperation; Reading-Skills; Writing-Skills
DE: *Home-Study; *Literacy-; *Parent-Child-Relationship; *Parent-Role; *Parents-as-Teachers; *Parent-School-Relationship
AB: Describes a Missouri-based program, Parents as Teachers (PAT), in which professionals work with parents to develop literacy activities in the home. Discusses a new adaptation of the original PAT program, its observed effects, and implications for schools. (MG)

AN: EJ403424
AU: Topping,-Keith; Whiteley,-Marjorie
TI: Participant Evaluation of Parent-Tutored and Peer-Tutored Projects in Reading.
PY: 1990
JN: Educational-Research; v32 n1 p14-32 Spr 1990
DE: Elementary-Education; Foreign-Countries; Reading-Improvement
DE: *Educational-Attitudes; *Parent-Attitudes; *Parents-as-Teachers; *Participant-Satisfaction; *Peer-Teaching; *Reading-Instruction
AB: The Kirklees (England) local educational authority trained parents in the Paired Reading technique in which the tutee chooses the reading material and tutor and tutee read aloud together. Subjective feedback from parents, peer tutors, and teachers (2,521 questionnaires) showed that parents and peer tutors rated progress more positively than teachers and that attitudinal improvements were substantial. (SK)

AN: ED327824
AU: Lewis,-Bernice-Branford
TI: Reading Made Easy: A Handbook.
PY: 1980
AV: Bernice Branford Lewis, 3400 Forest Park Ave., Baltimore, MD 21216 ($5.00 including postage; $3.00 plus postage and handling for large quantities).
NT: 65 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Decoding-Reading; Early-Reading; Elementary-Education; Parent-Child-Relationship; Word-Study-Skills
DE: *Parents-as-Teachers; *Phonics-; *Reading-Instruction; *Reading-Skills
AB: This phonics outline is designed as a guide for parents, as a manual for teachers, and as a handbook for those who wish to improve their reading pronunciation skills. The purposes of the handbook are: (1) to show parents what a person needs to know

to become a good reader; (2) to provide a convenient source of words that follow rules of phonics; (3) to show the likenesses in words; and (4) to help teenagers and adults who would like to improve their reading skills. The general aim is to encourage each parent, as the child's first teacher, to prepare the young person for school by teaching him or her certain information and providing him or her with a variety of experiences starting with the names of the letters. (RS)

AN: ED327736
AU: Nickse,-Ruth-S.
TI: Family and Intergenerational Literacy Programs: An Update of "The Noises of Literacy." Information Series No. 342.
CS: ERIC Clearinghouse on Adult, Career, and Vocational Education, Columbus, Ohio.
PY: 1990
AV: Publications, Center on Education and Training for Employment, 1900 Kenny Road, Columbus, OH 43210-1090 (order no. IN342: $8.75).
NT: 91 p.; For a related document, see ED 308 415.
PR: EDRS Price - MF01/PC04 Plus Postage.
DE: Adult-Basic-Education; Child-Development; Corporate-Education; Cultural-Differences; Elementary-Education; Federal-Legislation; Learning-Theories; Library-Extension; Parent-Child-Relationship; Parent-Education; Preschool-Education; Young-Children
DE: *Adult-Literacy; *Family-Programs; *Intergenerational-Programs; *Literacy-Education; *Parent-Influence; *Parents-as-Teachers
AB: Family and intergenerational literacy programs provide an opportunity to combine the agendas of adult basic skills improvement and literacy development in children. This overview of practice in family and intergenerational literacy programs identifies trends, issues, and concerns and offers recommendations. The first chapter presents background information including definitions and purposes for family and intergenerational programs. It describes the sponsorship of programs and the motivations that justify program development. The next chapter describes research from the fields of adult and emergent literacy, cognitive science, early childhood education, and family systems theory. Chapter 3 details programs in five sectors: adult basic education, libraries, family English literacy, preschool and elementary education, and corporate programs. The fourth chapter presents a typology for classification of family and intergenerational literacy programs based on the mode of program intervention and the target population that receives the services. Advantages and disadvantages of four program types are presented: (1) Direct Adults-Direct Children; (2) Indirect Adults-Indirect Children; (3) Direct Adults-Indirect Children; and (4) Indirect Adults-Direct Children. Examples of specific programs, critical research questions, and recommendations are provided. The document concludes with 113 references and an appendix detailing 12 programs classified according to the typology presented earlier. (SK)

AN: ED325231
AU: Powell,-Douglas-R.
TI: Parents as the Child's First Teacher: Opportunities and Constraints.
PY: 1990
NT: 24 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Delivery-Systems; Educational-Objectives; Family-Programs; Guidelines-; Parent-Attitudes; Parent-Child-Relationship; Parent-Influence
DE: *Academic-Achievement; *Access-to-Education; *Parent-Education; *Parents-as-Teachers; *Sociocultural-Patterns
AB: This paper examines opportunities and constraints related to the implementation of activities intended to realize the national education goal that "every parent in America will be a child's first teacher and devote time each day helping his or her preschool child learn; parents will have access to the training and support they need." The first section of the paper reviews available information on the extent to which parents spend instructional time with their young children, the types of parental behaviors and attitudes that influence children's academic achievement, and factors that influence parental contributions to children's learning. The second section summarizes what is known about parents' use of various sources of child rearing information; the scope, availability, and effects of parent education and support initiatives; and opportunities for different institutional delivery systems. The third section notes several issues regarding sociocultural diversity that warrant consideration by those making efforts to enhance parental roles in the education of young children. The final section provides a summary and discusses implications for policy and practice. (63 references) (RH)

AN: ED324489
AU: Pierce,-Randal; Petty,-Gregory-C.
TI: Strategies for Improving Technology Education through Home Involvement in Education.
PY: 1989
NT: 12 p.; Paper presented at the American Vocational Association Convention (Orlando, FL, December 5, 1989).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Educational-Needs; Educational-Responsibility; Elementary-Secondary-Education; Parent-Influence; Parent-Responsibility
DE: *Educational-Improvement; *Parent-Participation; *Parents-as-Teachers; *Parent-School-Relationship
AB: Parents' involvement in their children's education is needed if schools are to do an adequate job. Both parents and educators support parental involvement, so why are more parents not involved? Some parents do not know how to get involved or do not think they have the time. Others feel they do not have enough education or sophistication to understand school problems, whereas others are intimidated in the

schools. On the other side, many educators have not encouraged parent involvement in schools, especially if parents seek to participate in policy making. Schools know how to involve parents at the kindergarten level, but have almost completely abandoned the effort by high school. Ten expectations that parents have of teachers have been identified. They include building students' self-esteem, getting to know each child's needs, assigning homework regularly, setting high academic standards, enforcing positive discipline, trying varied teaching methods and making learning fun, and communicating with parents and encouraging their participation. Some parents need to be taught how they can help in their child's schooling, and the principles of adult education should be followed in coaching them. (KC)

AN: ED324248
AU: Epstein,-Joyce-L.; Dauber,-Susan-L.
TI: Effects of the Teachers Involve Parents in Schoolwork (TIPS) Social Studies and Art Program on Student Attitudes and Knowledge. Report No. 41.
CS: Center for Research on Elementary and Middle Schools, Baltimore, MD.
PY: 1989
NT: 31 p.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Educational-Innovation; Elementary-Education; Junior-High-Schools; Parent-Participation; Visual-Aids
DE: *Art-Activities; *Parents-as-Teachers; *Social-Studies; *Student-Attitudes
AB: Research has shown that parent involvement in a child's education at home and school has a significant impact on the student's success. The Teachers Involve Parents in Schoolwork (TIPS) project, which has been operating in a Baltimore City middle school for 3 years, offers processes and models designed to increase the involvement of parents in productive roles as volunteers and provides a structure for the middle grades teacher to develop and provides a structure for the middle grades teacher to develop and conduct a program integrating art and social studies. The process links art appreciation, history, and criticism to middle school social studies curricula and uses parents to present lessons on well-known art work government, and citizenship. This paper presents the first formal evaluation of the TIPS process. Data were collected from over 400 middle school students and questionnaires measured students' recognition of and reactions to American artists and paintings that they saw in their social studies classes. The data is analysed and presented in tabular form; and it is concluded that the TIPS process can be a useful way of providing students with a background in art awareness, art history and art criticism, especially when teachers trained in art education are scarce, time is tight, and budgets are low. (NL) form; and it is concluded that the TIPS process can be a useful way of providing students with a background in art awareness, art history and art criticism, especially when teachers trained in art education are scarce, time is tight, and budgets are low. (NL)

AN: ED321895
TI: How To Help Your Child Learn. A Handbook for Parents. Parent Participation for Effective Schools.
CS: Arizona State Dept. of Education, Phoenix.
PY: 1989
NT: 45 p.; For related documents, see PS 018 967-969.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Elementary-Secondary-Education; Guidelines-; Parent-Responsibility; Resource-Materials; Self-Concept; Self-Esteem
DE: *Academic-Achievement; *Parent-Influence; *Parent-Participation; *Parent-Role; *Parents-as-Teachers; *Student-Characteristics
AB: The aim of this handbook is to help parents gain insights into: (1) the ways in which children learn; (2) basic skills children need for success in school; and (3) the importance of helping children develop a strong self-concept. Other topics include a rationale for parent participation in their children's learning, ideas to enhance creative thinking, parental rights and responsibilities, ways of encouraging regular attendance at school, homework, ways to use television wisely, and the importance of using newspapers and magazines as resources. References, a bibliography, and lists of materials available from the Home and School Institute and the National Committee for Citizens in Education are provided. (RH)

AN: ED321062
AU: Staiger,-Ralph-C.
TI: Developing the Reading Habit in Children. Literacy Lessons.
CS: International Bureau of Education, Geneva (Switzerland).
PY: 1990
AV: International Bureau of Education, P.O. Box 199, 1211 Geneva 20, Switzerland.
NT: 17 p.; For other "Literacy Lessons" booklets, see CE 055 128-167. Also available in French.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Discussion-; Early-Childhood-Education; Early-Reading; Foreign-Countries; Literature-Appreciation; Parent-Child-Relationship; Reading-Aloud-to-Others; Reading-Attitudes; Role-Models; Young-Children
DE: *Parent-Influence; *Parents-as-Teachers; *Prereading-Experience; *Reading-Habits; *Reading-Readiness
AB: Among those who share the responsibility for developing the reading habit in children are the child's family, schools, libraries, publishers, booksellers, and the mass media. There are many ways to read, just as there are many kinds of reading materials, including poetry and narrative stories. Some children read only to follow the plot, others add meaning to the plot based on their own experiences, and others create stories themselves. Every child should be given the opportunity to create. Some children use reading to acquire facts. Helping build vocabulary and suggesting how information can be located and used may be the most profitable way to help such a

child. Parents may be the greatest influence in helping their children become readers. Before children learn to read, their parents should become role models of reading, help the children differentiate and name colors, play word games, and read aloud. After children can read, parents should continue to model reading, discuss what they are reading with their children and invite the children's comments, and set aside time for family reading. Parents should avoid closing doors to books and ideas, making discussions about books into a testing situation, and forcing a child to read a book without previous discussion about it. Schools should promote reading by making sure students know that reading is a tool, encouraging children to take books home, and challenging students to think about, discuss, and argue about what they are reading. (CML)

AN: ED319080
AU: Markham,-Reed
TI: Teaching Your Child through Effective Communication.
PY: [1990]
NT: 6 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Child-Rearing; Parenting-Skills; Self-Concept
DE: *Educational-Psychology; *Interpersonal-Communication; *Parent-Child-Relationship; *Parents-as-Teachers
AB: Parents who spend time with their children have the greatest impact on their children's educational development. According to one survey, the average parent spends only a few minutes a day with his or her child. Active listening and verbal feedback by a parent can increase a child's self-confidence. Offering the child problem-solving opportunities and praising the child's suggestions also increase his or her feelings of self-worth. Education specialists suggest that by honoring children, discussing their daily activities, and focusing on the positive aspects of the things that they do, parents can help make their children better communicators and learners. (SG)

AN: ED317964
TI: The Changing Language Arts Curriculum: A Booklet for Parents.
CS: California State Dept. of Education, Sacramento.
PY: 1990
AV: Bureau of Publications, Sales Unit, California State Department of Education, P. O. Box 271, Sacramento, CA 95802-0271 ($5.00 for 10 copies, $30.00 for 100 copies, $230.00 for 1,000 copies, plus sales tax for California residents).
NT: 19 p.
PR: EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
DE: Elementary-Secondary-Education; Integrated-Curriculum; Parent-Role;

Parent-Teacher-Cooperation; Reading-Writing-Relationship; Student-Needs
DE: *English-Curriculum; *Language-Arts; *Parent-Participation; *Parents-as-Teachers
AB: Intended for parents, this booklet offers information about how reading instruction is changing and is now only one part of an integrated language arts curriculum. The booklet urges parents and educators to work together to help meet students needs. Section titles include: Important Facts About Integrated Language Arts; What to Expect in Your Child's Language Arts Class; Helping Your Child at Home; Planning for Your Child's Success in Integrated Language Arts; and Additional Sources of Help and Information. (MG)

AN: ED317951
AU: Bailey,-Kevin-Sue
TI: Tune in and Talk.
PY: 1990
NT: 9 p.; Paper presented at the Chapter 1 Region 6 Conference (Columbus, IN, May 8, 1990).
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Early-Childhood-Education; Life-Events; Parent-Role
DE: *Language-Acquisition; *Parent-Child-Relationship; *Parents-as-Teachers; *Reading-Aloud-to-Others; *Reading-Readiness
AB: Intended for parents, this paper shares tips for seizing opportunities to insure success in reading for children, observing that the three areas which have surfaced as most critical to reading success are all dependent upon what parents do with their children at home. The paper lists reading to children, talking and listening to them, and helping broaden their experience base as areas most critical for reading success. Thirty-three tips for parents are provided in all, divided into three groups. First, 18 tips are listed to show the importance of reading aloud on children's progress in reading. Second, five tips are listed to encourage parents to develop the art of conversation with their children. Third, 10 tips are listed to illustrate ways for parents to broaden the experience base of their children. (MG)

AN: ED317324
AU: Hudson,-Dale-L.
TI: Increasing Parent Participation in the Upper Elementary School through Parent Education.
PY: 1990
NT: 64 p.; Ed.D. Practicum, Nova University.
PR: EDRS Price - MF01/PC03 Plus Postage.
DE: Grade-4; Intermediate-Grades; Interpersonal-Communication; Workshops-
DE: *Cultural-Differences; *Family-School-Relationship; *Parent-Participation; *Parents-as-Teachers; *Parent-School-Relationship; *Parent-Teacher-Conferences
AB: A fourth-grade teacher designed and implemented a practicum study for the

purpose of increasing parent participation in a culturally diverse, rural, upper elementary school. The central aim was to involve parents in the education of their children. To attain the objective, unique communication strategies were used to meet the needs of the culturally diverse population. In addition, flexible hours for parent meetings in the home and at school were established, and monthly parent education evening workshops based on parent needs were conducted. Classroom video productions were used in an effort to encourage parent attendance. Children were involved in the parent participation process. Outcomes were positive. All 31 parents attended the parent/teacher conference. An average of 24 out of 31 parents attended the evening workshops. A total of 20 parents used home learning activities. Related materials are appended. (Author/RH)

AN: ED317266
AU: Ediger,-Marlow
TI: Parents as Teachers.
PY: 1989
NT: 12 p.
PR: EDRS Price - MF01/PC01 Plus Postage.
DE: Curriculum-Development; Educational-Psychology; Educational-Responsibility; Guidelines-; Primary-Education
DE: *Courses-; *Early-Intervention; *High-Risk-Students; *Parents-as-Teachers; *Student-Characteristics; *Teacher-Qualifications
AB: Discussion concerns traits of high risk elementary school students, the psychology of learning, what is to be avoided by those working in early intervention programs, and qualifications for teachers who work with parents and young children to reduce the size of the at-risk student population. It is argued that these teachers should have adequate course work in educational psychology, philosophy of education, sociology, anthropology, oral and written communication, liberal arts, history of education, research methodology, curriculum, supervision, and teaching. Teachers working with parents should also have appropriate field experience. Trivia in objectives, guess work in selecting learning opportunities, and evaluation techniques that lack validity and reliability should be avoided. A psychological, and not merely logical, curriculum in which the learner selects learning activities on the basis of interest, meaning, and self-fulfillment can be balanced with measurement-driven instruction to provide an optimal sequence of learning activities by means of which at-risk students can make progress. (RH)

AN: ED314173
TI: The Early History of Missouri's Parents as Teachers Program, 1981-89. Report #89-3.
CS: Missouri Univ., St. Louis. Parents as Teachers National Center.
PY: 1989

NT: 28 p.; For related documents, see PS 018 480-481.
PR: EDRS Price - MF01/PC02 Plus Postage.
DE: Federal-Government; Financial-Support; State-Government; State-Legislation; Teacher-Education
DE: *Educational-History; *Government-Role; *Parent-Education; *Parents-as-Teachers; *Program-Development; *Program-Evaluation
AB: This report records the first decade (1981-1989) of the Parents As Teachers program of the School of Education at the University of Missouri at St. Louis. Documentation concerns: (1) implementation of a pilot project, New Parents As Teachers (NPAT), in four Missouri public school systems in 1981; (2) establishment of the Commissioner's Committee on Parents as Teachers (PAT) in 1982; (3) passage of the Early Childhood Development Act, Missouri SB 658, in 1984; (4) curriculum development and adaptation for statewide expansion of PAT; (5) identification of SB 658 funding priorities; (6) evaluation findings that strongly supported parental guidance of the early learning process; (7) national media exposure by 1985; (8) expansion of state-appropriated funding; (9) an evaluation involving 37 public school systems intended to document PAT's effectiveness with a broad range of families; (10) program replication in school districts and social service agencies in 11 states by 1987; (11) increases in grants and funding awards; (12) adaptation of the model for PAT implementation in child care centers; (13) an 18-month study of adaptation of the PAT program for disadvantaged urban families; and (14) national expansion of PAT by 1989. The report concludes with a discussion of the development of a course of study leading to a Graduate Certificate in Parents as Teachers and other innovations. (RH)

AN: ED312092
AU: Nemiroff,-Joanne
TI: Enhancing Developmental and Academic Skills in Kindergarten Children through Modality-Based Instruction.
PY: 1989
NT: 219 p.; Ed.D. Practicum, Nova University.
PR: EDRS Price - MF01/PC09 Plus Postage.
DE: Inservice-Teacher-Education; Parent-Participation; Primary-Education; Program-Effectiveness; Teacher-Improvement
DE: *Curriculum-Development; *Kindergarten-Children; *Learning-Modalities; *Models-; *Parents-as-Teachers
AB: An elementary school teacher and counselor designed a practicum which provided a model that teachers and parents used to enhance the developmental and academic skills of kindergarten children. The major goal was to increase the acquisition of skills through the child's preferred learning modality. Teachers and parents were given training that increased their knowledge and understanding of: (1) children's developmental needs, strengths and weaknesses; (2) developmental screening tests; (3) modality preferences; and (4) modality-based instruction. Students' preferences were determined through formal assessment. A modality-based

developmental curriculum guide was developed and used for small group instruction. Teachers developed an understanding of developmentally appropriate curriculum, an awareness of learning style, and a recognition of the ways in which their own modality preference was manifested in their teaching methods. Parents became familiar with observational techniques for identifying the method by which their child learned best. Students demonstrated progress in developmental areas addressed in instruction. Findings suggest that modality-based instruction may be successful with students who have difficulty in acquiring skills with the methods used in classroom instruction. Over 20 appendices provide related materials. (Author/RH)

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